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ABSTRACT

This annotated bibliography is intended for preschool, elementary, and middle school teachers who want to incorporate law-related reading materials into their reading, language arts, and social studies programs. Fiction, fantasy, poetry, and nonfiction are listed under four general topics: citizenship, conflict and conflict resolution, authority and governance, and values. The four broad topics are divided into 32 subthemes, which are matched to the book titles in an alphabetical grid at the end of the bibliography. Each entry in the bibliography contains author, title, annotation, type of literature, and intended age/grade level of the work. Some entries have suggestions for discussion questions and activities. Several unit approaches are suggested for studying various subthemes within the general topics. (RL)

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ED192309

TEACHING YOUNG PEOPLE ABOUT THE LAW THROUGH LITERATURE

AN ANNOTATED BIBLIOGRAPHY

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Department of Education
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Dr. Marilou R. Sorensen
Assistant Professor, College of Education
University of Utah, Salt Lake City, Utah, 84112

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FOREWORD

Citizenship education is a crucial aspect of the public school curriculum and is fundamental to the foundation of good participatory citizenship. Citizenship education emphasizes fundamental issues and concepts in democratic governance by focusing upon law and its consequences, the legal processes that facilitate the function of law, and the skills needed for making moral and ethical decisions.

The literature cited in this bibliography will assist students on the path to informed, responsible citizenship. The contents of the bibliography stress elements such as student level appropriateness, critical thinking, decision making, conflict resolution, and the enhancement of reading in this content area.

Walter D. Talbot

Walter D. Talbot
State Superintendent
of Public Instruction

PREFACE

This publication has been compiled in response to a strong need recognized by pre-school, elementary and middle school teachers who have wished to incorporate law-related education into their school curriculum. Currently there are few law-related materials available on the elementary level. It is hoped that the publication will help to fill this void and will provide teachers the bridge for incorporating law-related education into their reading, language arts and social studies programs.

The format of the bibliography not only supplies an annotation but also often includes a list of discussion questions and activities which will help students to build the skills of analytical thinking and decision making.

ACKNOWLEDGMENTS

The Utah Law-Related Education Project wishes to thank and acknowledge the following people for their assistance with this bibliography from its inception to its completion. First and foremost, we wish to thank Dr. Marilou R. Sorensen, the editor of the bibliography for her expertise in the field of children's literature. Janice Yeske provided expertise in editing and typing the final manuscript.

Many staff members within the State Office of Education were instrumental in the final preparation of this manuscript. Dave Nelson of the Division of Special Projects Administration provided valuable suggestions regarding layout and format. We wish to thank Lee Gray of the Division of Curriculum and Instruction for her creative cover and division pages. We wish to acknowledge Bryan Eldredge, assistant to the Utah Law-Related Education Project for her assistance in critiquing the manuscript and Jan Mendenhall, project secretary who provided invaluable help in many facets of the manuscript's preparation. Finally, we wish to thank Sharon Janke and her publication staff for their cooperation and flexibility in the printing of the bibliography.

TABLE OF CONTENTS

Page

I. CITIZENSHIP
Cultivation of Good Citizenship

1. Concern for Welfare of Others: Appreciation of Diversity........................ 1

2. Support for Rights and Freedoms.................. 4

3. Help to Maintain Law and Order: Civil Procedure................................ 7

4. Sensitivity to Legal/Judicial Heritage........... 9

5. Utilization of Natural Environment and Limited Resources........................... 13

UNIT APPROACH: "Natural Resources: Animal Extinction"......................... 18

6. Understanding of International Relations......... 21

7. Support Rationality in Communication............ 22

8. Responsibility for Self and Personal Obligations: Self-Reliance.................................. 23

9. Increasing Effectiveness of Family and Other Relationships......................... 25

10. Understanding and Appreciation of Community Helpers: Civil Servants.................................. 28

11. Knowledgeable about Consumerism and Economics.... 33

UNIT APPROACH: "Making Sense of Cents: Economics in the Classroom".................... 37

12. Democratic Participation........................ 47

II. CONFLICT/CONFLICT RESOLUTION
Understanding of Social Conflicts, Change and Conflict Resolution

1. Social Conflict: vandalism, offenses, abuses, drugs, alcohol, prejudices, war, run aways, stealing, unrealistic expectations, alienations, rejections, school drop outs.. 53

7

Page

UNIT APPROACH: "Rejection/Loneliness" 62

UNIT APPROACH: "War" 65

2. Social Change:
change in interpersonal relationships
separations: death, divorce
change in community: urbanization, industrialization, enculturation 69

UNIT APPROACH: "Run Aways" 75

3. Personal Change and Adjustment:
growth and development, ageism 76

III. AUTHORITY/GOVERNANCE
Sharing of Authority and Responsibility

1. Home Authority 87

2. School Behavior and Authority 88

3. Authority in Social Institutions 93

4. Rules/Regulations/Laws of Authority 94

UNIT APPROACH: "Laws/Rules" 97

5. Power and Authority 99

IV. VALUES

Development of Moral and Ethical Values 103

UNIT APPROACH: "Values: Courtesy" 114

UNIT APPROACH: "Using Biographies in Law-Related Literature" 115

UNIT APPROACH: "Julie of the Wolves" 119

UNIT APPROACH: "Rabbit Island" 122

INDEX 131

Life is not easy

It is full of needs

Literature has the power to meet those needs.

Mary S. Montebello
Children's Literature in the Curriculum, William
Brown, 1972.

INTRODUCTION

It is said that the need to be knowledgeable about law is as important to the maintenance of a democratic society as food, shelter and natural resources are to a person's survival.

> "Law studies instruction should be used as a means to teach children about their society and its values; to encourage students to think critically and rationally about societal problems and conflicts; to break down any popular misconceptions and stereotypes youth might hold regarding the law and our legal system; and finally, to encourage students to participate in, and contribute to, their society and its system of law and government." (from: TEACHING ABOUT THE LAW, Gerlach and Lamprecht.)

Many projects and institutions have developed guidelines, materials and resources for social studies but unfortunately many are technical and complex requiring specialized training and unrealistic amounts of time.

The use of literature--fiction, fantasy, poetry, non-fiction--has never been thoroughly explored as a motivational source for social studies class instruction or discussion/comparison in law study. Yet goals in social studies and literature are similar in content, process and attitude. Literature has direct relationships to social studies and law study by providing content with special applicability; relevant themes, plots and characterizations and vicarious experiences in narrative form. Fiction is often constructed from social facts, giving students a different perspective on another subject. Non-fiction often introduces more up-to-date information than is available in standard textbooks.

Through literature students can gain understandings of their social system--laws, regulation, authority--and see relevance in the functions of their government. Through literature readers can clarify their values, attitudes and perceptions and gain a heightened awareness of their own and others feelings and outlooks. Through literature students can experience conflict and the related resolutions as they critically analyze, discover and solve problems. Through literature readers can become aware of the personal rights and the impositions of regulation on those rights. All this, literature can do through the help of a sensitive teacher who extracts the pertinent points for dialogue, discussion and enrichment. It is hoped that this bibliography of titles and beginning unit approaches will provide the focus needed to translate social issues into interdisciplinary units in the classroom that reflect topics for the study of law.

The Problem with Classification....

It was evident that all literature cannot be studied or known in its entirety by all teachers; guidelines and exemplary bibliographies are needed. Even then the stories must be divided into sections, i.e., classified for reference. It is one of my basic assumptions that accuracy of study begins with careful scrutiny and classification.

What happened in this case is that in studying literature related to law study I began with the classification of themes or systems trying to impose it on the literary material. What resulted is the dilemma that many researchers find; that fully and objectively separating one theme from another and dividing the sub-themes was not a simple or clear-cut task. For example, themes related to "Law and Order" are so mutually interwoven with "Authority" that it is impossible to say where a story belongs on a classification schema. A specific example is seen in THE BIG PILE OF DIRT where "Authority" is the "Law and Order" of the story that makes the plot work. Also in THE STREET OF THE FLOWER BOXES, "Democratic Participation" in community affairs results only because of the social offense of "Vandalism" in the onset of the story.

Even though the proximity of the plots in each book leads to the difficulty of assigning a classification or number to it, I tried to make an objective assignment of theme. The teacher may indeed find different themes and topics in a story. I encourage this diversity. It will surely be from the teacher's perceptions and sensitivity to literary use that this volume is a successful reference tool.

Choosing the Books....

In assembling this bibliography a basic criteria was used to evaluate literary merit and practicality:

First, books were chosen that contain four law-related topics: CITIZENSHIP, CONFLICT/CONFLICT RESOLUTION, AUTHORITY/GOVERNANCE, and VALUES. Sub-themes were then attached to these issues for book classification.

Second, books were selected that represent good literary quality. Not all reach excellence in all areas. For example, a very few books still portray "dated" material and ideas. These are included in the bibliography only because others were not available to show a more objective view. In each case cautions are listed to compare such a book with more recent and relevant topics or portrayals. As far as possible, however, stereotypic situations--male/female roles, cultural stereotypes and language--were avoided.

Third, an attempt was made to include a diversity of genres--traditional literature, realism, fantasy, poetry, non-fiction--through fiction and picture books. Selected short stories and magazine articles also were included.

Fourth, a conscious effort was made to select diverse levels of materials (P-8). I believe that Preschool stories can lead to discussion and simple reactions, and it is indeed at this level that such awareness of self and "community" must begin.

Fifth, books were selected that encourage multiple response possibilities and varied enrichment activities. There are several instances where an "issue approach" is included as a model in building a unit study and a total interdisciplinary focus.

It is presumptious and erroneous to suppose that one collection of titles can satisfy all needs or be appropriate for every classroom situation. This bibliography is not intended to be a panacea to all law study needs, but rather a tool to guide the teacher to books themselves and the possibilities for their use in the interdisciplinary classroom. I encourage additions and up-dating of titles within all areas and topics.

Annotations of the Books....

The entry of each book was kept as brief as possible with a succinct annotation, author, illustrator, publisher and initial publication date. No attempt was made to list paperback copyrights or other medium in which the title may appear; for example, records, cassettes, films, filmstrips, large print books or other forms for handicapped learners. It would be well worth a teacher's time to explore these other means of presenting the literature, especially when a child is a less-abled reader or physically handicapped.

A general reading level is indicated which suggests that readers within that range can read the book independently or with minimal help. All of the titles listed as P (preschool) and many for primary grades are intended as read-aloud books unless specifically noted as easy readers.

A notation of genre follows:

Fant. = Fantasy
Fic. = Fiction
Non-F. = Non-Fiction
Pic. = Picture
Trad. = Traditional
Anth. = Anthologies
Biog. = Biography
Poet. = Poetry

Some titles are accompanied with discussion questions and activity suggestions. These are not intended to be an exhaustive list of extensions that could be fixed to any book, nor is it intended that every book must be followed by a quiz, evaluation or extension. One of the main goals of literature is enjoyment and a student's private reflection on a book may indeed substantiate the social implication of a story.

Organization of This Bibliography....

The bibliography is divided into four primary themes with specific sub-themes:

I. CITIZENSHIP
Cultivation of Good Citizenship

1. Concern for Welfare of Others:
   Appreciation of Diversity
2. Support for Rights and Freedoms:
3. Help to Maintain Law and Order:
   Civil Procedure
4. Sensitivity to Legal/Judicial Heritage
5. Utilization of Natural Environment and Limited Resources
6. Understanding of International Relations

7. Support Rationality in Communication

8. Responsibility for Self and Personal Obligations: Self-Reliance

9. Increasing Effectiveness of Family and Other Relationships

10. Understanding and Appreciation of Community Helpers: Civil Servants

11. Knowledgeable about Consumerism and Economics

12. Democratic Participation

II. CONFLICT/CONFLICT RESOLUTION
Understanding of Social Conflicts, Change and Conflict Resolution

1. Social Conflict:
vandalism, offenses, abuses, drugs, alcohol, prejudices, war, run aways, stealing, unrealistic expectations, alienations, rejections, school drop outs

2. Social Changes:
change in interpersonal relationships
separations: death, divorce
change in community: urbanization, industrialization, enculturation

3. Personal Change and Adjustment:
growth and development, ageism

III. AUTHORITY/GOVERNANCE
Sharing of Authority and Responsibility

1. Home Authority

2. School Behavior and Authority

3. Authority in Social Institutions

4. Rules/Regulations/Laws of Authority

5. Power and Authority

IV. VALUES
Development of Moral and Ethical Values

1. Honesty

2. Love

3. Tolerance

4. Friendship
5. Privacy
6. Freedom
7. Peace
8. Justice
9. Fairness
10. Sharing
11. Courtesy
12. Loyalty

Each annotation is numbered to fit into sub-theme/s which are summarized in a alphabetical grid at the end of the bibliography.

M.R.S.

I. CITIZENSHIP
Cultivation of Good Citizenship

1. Concern for Welfare of Others: Appreciation of Diversity

DON'T TAKE TEDDY

Babbis Fris-Baastad, (trans. from the Norwegian Lise S. McKinnon). Scribner's, 1967. (Real. Fic. 4+)

Teddy, fifteen, is mentally retarded whose younger brother, Mikkel is overly protective. When Teddy hurts another child, Mikkel runs away and leaves a note for his parents. He is afraid that Teddy will be put into an institution.

DOWN, DOWN THE MOUNTAIN

Ellis Credle. Nelson, 1964. (Real. Fic. 1-3)

Living in a log cabin in the Blue Ridge mountain country, Hetty and Hank must find a way to buy a pair of new shoes.

Discussion:

This could lead to an understanding of students with less material wealth than others.

FISH TO FISH

Leo Lionni. Pantheon, 1970. (Pic. P-3)

When the frog leaves the world of water he views things from his perspective and returns to tell the fish about the "land animals." A humorous and meaningful look at "people's point of view."

Discussion:

Take another's perspective on an issue (playground rules, lunchroom behaviors, etc.) and see it as others do.

GETTING TO KNOW THE HUMAN RIGHTS COMMISSION

Jim Brectveld. illus. Paul Frame. Coward, 1961. (Non-F. 2-6)

Beginning with a description of the Commission itself and concluding with the Preamble, "...recognition of the inherent dignity and of the equal and inalienable rights..." of all.

Easy reading with illustrations.

LIFE STYLES: AN INTRODUCTION TO CULTURAL ANTHROPOLOGY

Arthur S. Gregor. Scribner's, 1978. (Non-F. 4-8)

Intended for the beginner, this book is meant to increase an understanding of our own culture by providing a view of different ways of life. Topics such as birth and puberty, rites, sexual mores, family structures, religion and the status of women are discussed. The author stresses throughout..."because every culture is unique, each much be judged in terms of it's own values..."

MODERN AMERICA, 1957 TO THE PRESENT

William Loren Katz. Watts, 1975. (Non-F. 5-7)

This is the third in a series of books by this author regarding non-dominant groups in America. Well researched and fully illustrated with photos. Mr. Katz has given attention to the minority as they have struggled for rights, freedoms and democratic participation. An excellent book to begin a unit of diversity in America.

MY BACKYARD HISTORY BOOK

David Weitzman. Yolla Bolly Press, 1975. (Non-F. 3-8)

Activities and projects which can help children learn about themselves and their heritage.

Use of this book could lead to issues of local history, diversity among individuals and groups, appreciation for immediate surroundings.

SOMEBODY GO AND BANG A DRUM

Rebecca Caudill. illus. Jack Herne. Dutton. 1974. (Real. Fic. 2-4)

Starting with one son of their own, the Garths added four daughters and three more sons by adopting racially mixed parentage.

TICO AND THE GOLDEN WINGS

Leo Lionni. Pantheon, 1964. (Pic. P-3)

Since Tico has no wings he can not procure food and the other birds help him out. When a wish is granted, Tico receives golden wings but finds out that the fine wings only drive his friends away.

Discussion:

Being ostracized because of appearance.

Dramatize this story.

WELCOME CHILD

Pearl Buck. John Day Co., 1964. (Pic. P-3)

A child who comes through Welcome House (a home established by Pearl Buck) and becomes accustomed to Americans.

Discussion:

Children from other lands who come into our classrooms.
Whose responsibility is it to care for people from other countries if they flee their own?
Could these children obtain citizenship? How?
What is an alien?
Would the child in Welcome House be considered alien?
What would be some problems of the people from other countries regarding laws; for example, voting, taxes, rights and liberties.

Related Material

Poetry:

BLACK OUT LOUD: AN ANTHOLOGY OF MODERN POEMS BY BLACK AMERICANS
Arnold Adoff (ed). Macmillan, 1970.

DON'T YOU TURN BACK: POEMS BY LANGSTON HUGHES
Lee Bennett Hopkins, comp. Knopf, 1969.

I AM THE DARKER BROTHER
Arnold Adoff. Macmillan, 1968.

I BREATHE A NEW SON: POEMS OF THE ESKIMO
Richard Lewis. Simon and Schuster, 1971.

IN THE TRAILS OF THE WINDS: AMERICAN INDIAN POEMS AND RITUAL ORATIONS
John Bierheist, ed. Farrar, 1971.

LONELY DEER: POEMS BY A PUEBLO INDIAN BOY
Joseph Concha. Red Willow Society, New Mexico, n.d.

SPIN A SOFT BLACK SON: POEMS FOR CHILDREN
Nikki Giovanni. Hill and Wang, 1971.

TREES STAND SHINING, THE
Hettie Jones, comp. Dial, 1971.

Short Story/Article:

"Poor People," L. Tolstoy. CHILD DEVELOPMENT, 27: 44-7, December, 1977.

2. Support for Rights and Freedoms

AMERICAN FREEDOM AND THE BILL OF RIGHTS

William Wise. illus. Roland Rodegast. Parent's, 1975.
(Non-F. 2-4)

Many photos and illustrations make this a very readable book for children of this age. Concepts can be developed through discussion and relevant problems in today's world.

Discussion:
What is the Equal Rights Amendment?
How does it effect us in our daily lives? Give examples.

ANT AND THE GRASSHOPPER, THE

Adapted and illus. Alice and Martin Provensen. Golden, 1965.
(Trad. P-3)

A story of the ant who worked diligently to save and put away for the winter and the grasshopper who played and was left with nothing. A fable that relates to deferred consumption or saving for survival.

Questions for discussion:
Was the grasshopper fair in wanting something from the ant when he had not prepared himself for the winter?
Were the ant's actions fair?
Where is justice in this story?
What rules regulate the animal (human) world about saving, sharing, etc.?
What values did the grasshopper have?
What values did the ant have?

ETERNAL VIGILANCE: THE AMERICAN CIVIL LIBERTIES UNION IN ACTION

Barbara Habenstreit. Messner, 1973. (Non-F. 6-8)

The ACLU has devoted its energies for better than fifty years to protecting the constitutional rights of all citizens of whatever political belief. The author recounts some of the controversies the ACLU has been involved in.

Discussion:
Action that the ACLU have taken in your community in the last year. Which were lost? Won?

Activities:
Interview a member of the ACLU and determine the kinds of cases that they take (or are asked to take).
Sit in on a court case where the ACLU is involved.
Stage a mock debate in the classroom on an issues that the ACLU would/could cover.

FOR THE RIGHTS OF MEN

Carl Carmer. New York Hinds, Hayden and Eldredge, 1947.
(Non-F. 4-6)

An old one but outlines legacy of men who fought for the rights of America before and after the Revolution.

GETTING JUSTICE: THE RIGHTS OF PEOPLE

Stephen Gillers. NAL, 1973. (Non-F. 6-8)

The rights of all American citizens when arrested, wiretapped or arraigned is explained with examples.

HUMAN RIGHTS, A GLOBAL CRISIS

Gil Loescher with Ann Loescher. Dutton, 1979. (Non-F. 8+)

What are human rights? How can they be protected when as the author points out, "there is a growing worldwide abuse of human rights, with violations of international standards so widespread that we are facing a global human rights crisis." The abuse of human rights in Soviet Union, South Korea, South Africa and Brazil are discussed with a final two chapters on the work of individuals, organizations and dedicated groups.

PUSHCART WAR, THE

Jean Merrill. Scott, 1964. (Fic. 4-8)

A full-scale war develops between the 500 pushcart peddlers and the trucking industry in New York City streets. Although it is a parody of sorts it says alot about the changing economic society in which we live.

Discussion and Activities:

What changes have happened in your neighborhood that has affected the people economically? (urbanization, parks, industrialization, etc.)

Did the pushcart drivers have equal rights on the streets? Why? Why not?

How would you feel if you were a truck driver in this story?

What are the alternatives to both pushcart drivers and truck drivers?

Find other conflict situations which industrialization has caused.

SPIRIT AND THE LETTER; THE STRUGGLE FOR RIGHTS IN AMERICA, THE

Bernice Kohn. Viking, 1974. (Non-F. 5-7)

A discussion of civil rights as outlined by the Constitution and it's amendments. Examines issues of freedoms (worship, speech, privacy, assembly) and problems of segregation.

WHY AM I SO MISERABLE IF THESE ARE THE BEST YEARS OF MY LIFE? A SURVIVAL GUIDE FOR THE YOUNG WOMAN

Andrea Boroff Eagan. illus. Russell Hoover. intro. Ellen Frank Frankfort. Lippincott, 1976. (Non-F. 7+)

This is a sensible and frank guide to adolescence based on the premise that life is easier if you know what you are doing and why. Relationships of all kinds are discussed as are candid information provided on legal rights, birth control, etc. Though written specifically for girls, the book would probably be enlightening for boys.

Related Material

Short Stories/Articles:

"Bill of Rights, A"
M.C. Lewis. EBONY JR., 6:16-7, December, 1978.

"Human Rights: Bridge Over Troubled Waters?"
SR. SCHOLASTIC, 109:2-5+, April 7, 1977.

"Human Rights: Is the U.S. Right or Wrong?"
S. Jantzen. SR. SCHOLASTIC, 111:20-2, September 7, 1978.

"When Can Police Search for Drugs?" (Your Bill of Rights, Pt. 1)
SEARCH, 10:4-6, September 8, 1977.

3. Help to Maintain Law and Order: Civil Procedure

FIRST BOOK OF ELECTIONS, THE

Edmund Lindrop. illus. Gustave Nebel. Watts, 1972. (Non-F. 4-7)
Analyzes the election process in the United States.

HOW OUR GOVERNMENT HELPS US

Muriel Stanek. illus. Jack Faulkner. Benefic, 1969.
(Non-F. 1-4)

Outlines city, county and federal governments. An easy to read book.

VERDICT: THE JURY SYSTEM

Morris J. Bloomstein. Dodd, 1968. (Non-F. 6-8)
Discusses the development of the jury system.
Activity:
Collect examples where juries are used in court cases.
Develop a mock-jury and debate a school issue: dress code, social infraction or class rules.

WITCH HUNT; THE UNDERSIDE OF AMERICAN DEMOCRACY

Michael Dorman. Delacorte, 1976. (Non-F. 6-8)

This may come as a surprise to many people but congressional investigations date back to the administration of George Washington. This book may be interesting to today's youth who still are familiarizing themselves with the procedures of government abuse in today's political arena.

A study that makes constitutional guaranteed freedom well known.

YOU BE THE JUDGE

Sidney B. Carroll. illus. John Richmond. Lothrop, 1971.
(Non-F. 4-7)

Illustrating the fact that majority rules. Author presents 11 civil suits and two criminal cases and encourages the reader to make judgements (correct verdicts are listed). Pen and ink cartoon-type drawings add alot.

Related Material

Short Stories/Articles:

"Amendments: Voting for a Change"
SCHOLASTIC NEWS CITIZEN, 47:2-3, January 11, 1979.

"Changing Our Constitution"
EXPLORER, 41:1+, October 12, 1979.

"Tell It To Congress"
SR. SCHOLASTIC, 111:11, January 11, 1979.

"Who Owns Your Body"
F. Plotkin. SEARCH, 11:30-1, May 3, 1979.

"You Be the Judge!"
F. Plotkin. SEARCH, 11:20-1, November 2, 1978.

4. Sensitivity to Legal/Judicial Heritage

CHANGING AMERICA AND THE SUPREME COURT
Barbara Habenstreit. Messner, 1974. (Non-F. 6-8)
The history of the origin of the U.S. Supreme Court, the changes that have taken place, the court battles and the personalities of the judges.

CONGRESS, THE
Gerold W. Johnson. illus. Leonard E. Fisher. Morrow, 1963. (Non-F. 4-8)

An old over-view of the workings of Congress but a basis to which can be added current and relevant issues.

CONSTITUTIONAL AMENDMENTS, THE
W. L. Katz and B. Gaughran. Watts, 1975. (Non-F. 4-8)
A discussion of each of the 26 amendments to the Constitution and what they mean to us today.
Discussion:
Relevant parallels can be drawn to today's political issues.

DEMETER'S DAUGHTERS: THE WOMEN WHO FOUNDED AMERICA, 1587-1787
Selma R. Williams. Atheneum, 1976. (Non-F. 6-8)
A meticulous chronicle of historic events and the women who shaped the nation.
Others: FOUNDING MOTHERS.
KINGS, COMMONERS, AND COLONISTS.

ELECTING OUR PRESIDENTS
Helen S. Peterson. Garrard, 1970. (Non-F. 3-6)
A simple story of the process of presidential campaigns and elections including a short historical prospective.

FIRST BOOK OF LOCAL GOVERNMENT, THE
James A. Eichner. illus. Dan Nevins. Watts, 1976. (Non-F. 4-8)
A book to help students understand government below the federal level with examples of different American communities.
Discussion:
What is a democracy?
What is a government?
What form of government does your city and state have?

(Cont)

Activities:

Research other forms of government.
Explore government agencies through registeries, telephone books and reference books.
Locate familiar government agencies and ones not so familiar --such as Weights and Measures Office.
Interview various resource people at the local government level: councilmen, mayors, policy officers, judges, etc.
Categorize by duty, role, service, hired, elected, etc.

FIRST BOOK OF THE CONSTITUTION, THE

Richard B. Morris. illus. Leonard E. Fisher. Watts, 1958 (Non-F. 1-6)

A simple text outlining the Constitution from the time of King George III to its inception. Contains a simplified outline and the amendments.

Activities:

Outline a constitution for the classroom using language and format of U.S. Constitution.
Compare with state/local constitution/laws.

FIRST FREEDOM: THE TUMULTUOUS HISTORY OF FREE SPEECH IN AMERICA, THE

Nat Hentoff. Delacorte, 1979. (Non-F. 6-8)

The author presents an overview of the battles that have been fought to keep the First Amendment alive. This book includes sections on students' rights to protest and a free press.

FREEDOM'S BLOOD

James D. Forman. Watts, 1979. (Real. Fic. 6-8)

This fictional story of the 1964 murder of the civil rights workers in Meridian, Mississippi, is a dramatic account of American history. The facts and events are well documented and the reader can realize what motivated three young men from different backgrounds and races to involve themselves in the civil rights movements. Some violence and brutality is here.

GREAT CONSTITUTION: A BOOK FOR YOUNG AMERICANS, THE

Henry Steele Cominager. Bobbs-Merrill, 1961. (Non-F. 4-8)

A history and outline of our nation's constitution; its inception and first workings. A basis to develop an appreciation of government with lots of room for developing current understandings.

For a more simple look and an outline of the Seven Articles and the Bill of Rights:

YOU AND THE CONSTITUTION OF THE U.S., Paul Witty and Julilly Kohler, Children's Press, 1963.

HUMAN RIGHTS DAY

Aileen Fisher and Olive Rabe. illus. Lisl Weil. Crowell, 1966. (Non-F. 1-5)

Describes the various steps in the battle for equal rights, from the Magna Charta to the U.N.'s Declaration of Human Rights in 1948.

JOHNNY TREMAIN

Esther Forbes. Dell, 1943. (Fic. 6-8)

A young boy works along with the great leaders of the American Revolution.

LAWS AND TRIALS THAT CREATED HISTORY

Brandt Aymar and Edward Sagarin. Crown, 1974. (Non-F. 4-8)

A teacher can help children gain a perspective about American history by considering a motif like trials and tracing it through the years.

LEADERS: LAWS AND CITIZENS: THE STORY OF DEMOCRACY AND GOVERNMENT

William Wise. Parent's, 1973. (Non-F. 1-4)

An over-view of government and democracy. An easy reader.

LET'S GO TO SEE CONGRESS AT WORK

Kirk Polking. Putnam's, 1966. (Non-F. 3-6)

A beginning to read book that explains the inner workings of the Congress. An old view to which can be added new and relevant issues from the 80's.

OAK, THE

Geoffrey Patterson. Dutton, 1979. (Pic. 1-5)

An oak can live for as long as 400 years. This story traces the life of one tree from the middle of the sixteenth century to the present; history, sociology and the political developments that might have taken place in the vicinity of one old oak tree.

THREE PROMISES TO YOU

Munro Leaf. Lippincott, 1957. (Non-F. K-3)

An old one but a simple look at the United Nations and the promises made to citizens with guarantees of personal rights:

1. freedom from war ("not to fight each other")
2. guarantee of equal and fair treatment
3. guarantee to work to have better and happier lives

Cartoon-type illustrations.

TOWARD DEMOCRACY: GREAT DOCUMENTS OF HISTORY

Elizabeth Montgomery. Washburn, 1967. (Non-F. 6-8)

Outlining the laws and representative documents that formed this country.

Activity:

Would be good to compare with recent documents, amendments and regulations relevant to student's lives.

Related Material

Short Stories/Articles:

"How Bills Become Laws"
BADGER HISTORY, 32:42-3, November, 1978.

5. Utilization of Natural Environment and Limited Resources

A.B.C.'S OF ECOLOGY
Isaac Asimov. Walker, 1972. (Non-F. 3-8)

Different look at our natural resources and wastes through the format of the A.B.C.'s. Excellent pictures and motivation for research.

Use in connection with ABC'S OF ECOLOGY, H. Milgrom.

ABC'S OF ECOLOGY
Harry Milgrom. Photos, Donald Crews. Macmillan, 1972. (Non-F. K-5)

A simple look at ecology through the ABC format.

Uses: Use as format for classroom projects; charts, research, scrapbooks and collections.

Compare with Asimiv's A.B.C.'S OF ECOLOGY.

ABOUT GARBAGE AND STUFF
Ann Zane Shanks. Viking, 1973. (Real. Fic. K-3)

One family's garbage is the focus as the necessity of recycling is explained.

This book could be combined with others on ecology to show garbage; its pollution or re-use.

ANDROMEDA STRAIN
Michael Crichton. Dell, 1969. (Sci. Fic. 6+)

A deadly disease threatens mankind.

An excellent story to read with a unit on ecology and environmental dangers that come throughout technology.

BEAR WHO WANTED TO BE A BEAR, THE
T. Frank. illus. Jorg Muller. Atheneum, 1977. (Fant. 3-5)

"...a fable for our times."

A bear awakens from hibernation to find that his forest has been changed into an industrial site. No one really believes that he is a bear. He unhappily becomes a factory worker and spends his time in a production line. A gloomy picture of corporate life compared to the life of free animals.

Discussion:
- Simulation; rank order what Bear might have done.
- Plan strategy of action including interviews, lobbying, votes, etc.

CITY AND SUBURB: EXPLORING AN ECOSYSTEM
Laurence Pringle. Macmillan, 1975. (Non-F. 3-6)

The author presents an effective argument for studying the complex city-suburb environment. A concise introduction to the varied forms of life in our environment; people, plants, animals found within the noisy crowded metropolitan areas which have replaced the wooded areas and prairies. Illustrated with photographs.

DAY THEY PARACHUTED CATS ON BORNEO, THE

Charlotte Pomerantz. Scenery, Jose Aruego. Scott, 1971.
(Real. Fic. 4-6)

When the island of Borneo was sprayed with DDT, the gas upset the ecological balance with unhappy results.

Extensions:

Research the sprays, pesticides, etc. used in your community.
Interview authorities for causes/reasons.
Experiment with plans where artificial and natural fertilizers are used.

DISAPPEARING ENERGY: CAN WE END THE CRISIS?

Dorothy Shuttlesworth and Lee Ann Williams. Doubleday, 1974.
(Non-F. 5-8)

An information book with intermediate and upper grade readability. Photographs. Would be a good book to supplement units and study in environmental education.

FAREWELL TO SHADY GLEN

Bill Peet. Houghton, 1966. (Fant. K-3)

The sixteen animals of Shady Glen are driven from their home by steam shovels and tractors.

Discussion:

Alternatives: What can/could the animals do?
Has this ever happened in your city? What happened?

Activity:

Write a "future" story for the animals of Shady Glen.

HOUSE OF WINGS, THE

Betsy Byars. illus. Daniel Schwartz. Viking, 1972. (Real. Fic. 4-7)

Ten-year-old Sammy is left with his grandfather in what the boy thinks is abandonment. He runs away but later finds that his grandfather is a gentle, caring man who has a genuine reverence for life.

A story of birds and ecological welfare.

IT'S YOUR ENVIRONMENT: THINGS TO THINK ABOUT--THINGS TO DO (Environmental Action Coalition)

Sherry Koehler, ed. illus. Susan H. Bingham. Scribner, 1976.
(Non-F. 4-8)

This book reflects a selection of topical newsletters written by the E.A.C. with explanations of photosynthesis, evaporation, condensation, fossil fuels, etc., etc. Projects range from the making of paper to the planning of a city playground.

Study of environmental education issues; local and national could preceed this book with action research and classroom projects to coordinate the meaningful ideas of the class.

LAND AND CONSERVATION, THE

Anne Harris, Carolyn Harrison and Peter Smithson. Grossett, 1972. (Non-F. 1-6)

An encyclopedia-type book dealing with facts surrounding the planet earth and its ecosystems. Special section on projects; air, water, soil, plants and ponds.

ONLY EARTH WE HAVE, THE

Laurence Pringle. Macmillan, 1969. (Non-F. 3-6)

An informational book dealing with our social problems; conservation, ecology and environment.

A glossary of conservation groups is listed.

PADDLE-TO-THE-SEA

Halling C. Halling. Houghton, 1941. (Real. Fic. 4-6)

A beautiful story that traces an Indian boy's toy canoe through the Great Lakes and the St. Lawrence River to the open sea. Many things touch the canoe but one impactful event is the pollution in some cases. Comparison can be made to the polluted waters and the bird and animal refuge.

Discussion and Activities:

Trace the canoe's journey. Use mapping skills.
Did the little boy who found the canoe have a right to keep it?
Write a future story; what might the canoe see yet in his journey.
Plan a strategy: Leave a message for another person to find.
Research the author's life. What does this tell us about the story?
Compare with THE INCREDIBLE JOURNEY.

SAVE IT! KEEP IT! USE IG AGAIN! A BOOK ABOUT CONSERVATION AND RECYCLING

R.J. Lefkowitz. illus. John E. Johnson. Parent's, 1977. (Non-F. 2-6)

An environmental book dealing with what some consider "trash" but others consider useful materials. Simple reading.

SAVE THE EARTH! AN ECOLOGY HANDBOOK FOR KIDS

Betty Miles. illus. Claire A. Nivola. Knopf, 1974. (Non-F. 3-8)

Introduction to land, air, water and a section "how to do it." An excellent introductory book with much application.

SEAL AND THE SLICK, THE

Don Freeman. Viking, 1974. (Pic. P-3)

Without being moralistic this picture book recounts what happens to marine life, in this case a seal, when a spill occurs in the ocean. Excellent both in text and in illustrations.

Activities:

Collect newspaper articles and pictures of "oil slicks."
Research causes and effects.
Plot on a map the "slicks" reported.
Experiment with oil and water. Report on action: floating oil, "scooping it up," predictions for plant and wild life.

SPARROWS DON'T DROP CANDY WRAPPERS

Margaret Gabel. illus. Susan Perl. Dodd, 1971. (Non-F. K-6)

A book that explains simple do's and don't's telling about ways to make this world a better place--deals with litter, junk mail, recycling, animal pollution, water pollution and pesticides.

Design an anti-litter campaign.

SPILL

Chester Aaron. Atheneum, 1977. (Real. Fic. 6-8)

Teen-age Jeff's family is involved in wildlife protection. But he has recently been associating with a gang of pot-smoking musicians and his life is in conflict. When an oil tanker spills thousands of gallons of oil onto the beach he separates himself from the group to join the ecological efforts.

TROUBLE IN BEAVER HOLLOW

Michael Moran. illus. Tim and Greg Hildebrandt. Holt, 1973. (Fant. P-3)

Beaver doesn't like summer because humans leave junk around when they camp. When a rain causes the litter to pile up and they are nearly isolated in their homes the animals decide to return the garbage to the humans who placed it there. Resolution is reached through the help of a young boy. A good story to show a different point of view to a social dilemma.

WHO REALLY KILLED COCK ROBIN? An Ecological Mystery

Jean Craighead George. Dutton, 1971. (Real. Fic. 5-7)

Two ecology-conscious children try to trace the imbalance in the environment that might have caused the death of the town's best-known robin.

Discussion:

What is happening in your town/neighborhood that could cause "imbalance?"
What are your local authorities doing regarding the environment?
Federal authorities?

Related Material

Poetry:

ONLY SILLY PEOPLE WASTE
    Norah Smaridge. illus. Mary Carrithers. Abingdon, 1976.

Short Stories/Articles:

"Cactus Cops Wage War on Rustlers"
    T. Branning. NATIONAL WILDLIFE, 16:34, August/September, 1978.

"Survival of White-Tailed Deer"
    M.P. Gadomski. HIGHLIGHTS, 33:20-1, November, 1978.

"What are the Trade-Offs?"
    H. Bullitt. PACIFIC SEARCH, 12:27, September, 1978.

Unit Approach:

NATURAL RESOURCES: ANIMAL EXTINCTION

Children living in today's world are faced with many dilemmas about their future many of which are government and politically imposed; for example the use of pesticides, gas welfare, missiles and nuclear power and war. Extinction could be a result of the depletion of natural resources and the interdependence on other countries for commodities and economic balance is a way of life. The issue of the rights of others to life, is an important one to use in a classroom.

Although animals are lesser creatures than humans, the problem of extinction is a reality. Hopefully, because children do identify and respond to animal stories and facts about them, an understanding and humanistic approach of animals will foster warm, sympathetic human relationships.

The following are books that deal with the value of life and the responsibility of human beings for animals:

AMERICA'S ENDANGERED BIRDS: PROGRAMS AND PEOPLE WORKING WITH THEM
Robert M. McClung. illus. G. Founds. Morrow, 1979. (Non-F. 4-8)

HUNTED MAMMALS OF THE SEA
Robert M. McClung. illus. William Downey. Morrow, 1978
(Non-F. 4-8)

HUNTER I MIGHT HAVE BEEN, THE
George Mendoza. Astor-Honor, 1968. (Fic. 4-8)

INCIDENT AT HAWK'S HILL
Allen Eckhart. Little, 1971. (Fic. 4-8)

JULIE OF THE WOLVES
Jean Craighead George. Harper and Row, 1972. (Fic. 4-8)

KNOWING ONE, THE
Eunice Young Smith. Meredith Press, 1967. (Fic. 4-8)

LAST FREE BIRD, THE
A. Harris Stone. illus. Sheila Heins. Prentice-Hall, 1967.
(Pic. K-8)

LORAX, THE
Dr. Seuss. Random House, 1971. (Pic. K-8)

LOST WILD AMERICA: THE STORY OF OUR EXTINCT AND VANISHING WILDLIFE
Robert M. McClung. illus. Bob Hines. Morrow, 1977. (Non-F. 4-8)

LOST WILD WORLDS: THE STORY OF EXTINCT AND VANISHING WILDLIFE OF THE EASTERN HEMISPHERE
Robert M. McClung. Morrow, 1978. (Non-F. 4-8)

MAGIC FINGER, THE
Roald Dahl. Harper and Row, 1966. (Fic. 3-6)

RETURN OF THE BUFFALO
Jack Denton Scott and Ozzie Sweet. Putnam's, 1976. (Non-F. 3-6)

SINCE SILENT SPRING
Frank Graham Jr. Houghton, 1970. (Non-F. 4-8)

"Snare, The"
COLLECTED POEMS OF JAMES STEPHENS. Macmillan, 1943.

WILDLIFE IN DANGER
James Fisher, Noel Simon and Jack Vincent. Viking, 1969.
(Non-F. 4-8)

Questions for Research and Discussion:

1. What animals are becoming extinct?
2. What does "man's exploitation of animals" mean?
3. What is the historical background of some threatened or endangered species; for example, the Whooping Crane or the White Seal?
4. Whose responsibility is it to protect the wildlife? Why?
5. In what ways can we help in the fight against animal extinction?

Activities:

1. Collect examples of "man's exploitation..." in your area or throughout the world as reported in the newspaper.
2. Interview resource people from Fish and Wildlife Service (U.S. Department of the Interior) for list of laws, regulations and rights of individuals.
3. Check for up-to-date information from the following:
    a. Audubon Magazine, National Audubon Society
    b. Animal Kingdom, New York Zoological Society
    c. National Wildlife, National Wildlife Federation
    d. Smithsonian, Smithsonian Institution

4. Develop or aid a community action in your area which protects animals and birds.

5. Debate the issue of "the rights of man to use the world's animals for his needs," from a political, sociological and economic point of view.

6. Use a map to show locations of the animal extinction.

7. View films that relate to wild animal kingdoms. Predict the life span of the animals. Suggest solutions for the maintenance of each.

8. Learn the scientific names of the animals which are on the extinction list.

Articles/Stories:

"Different Kind of Captivity, A"
ANIMAL KINGDOM, Vol. 81, No. 2 (April/May, 1978), pp. 4-9. by William G. Conway.

"Endangered Birds: Tinkering for Time"
Frank Graham, Jr. AUDUBON, Vol. 79, No. 6 (Nov., 1977), pp. 137-141.

Poetry:

FEATERED ONE AND FURRY
Aileen Fisher. illus. Eric Carle. Crowell, 1971.

6. Understanding of International Relations

CONGRESS AND AMERICAN FOREIGN POLICY
Richard J. Walton. Parent's, 1972. (Non-F. 6-8)

Portrays the struggle of the different branches in government and the problems with international relations (ends with Vietnam).

Activities:

Collect news items that tell about the U.S. Government's involvement in foreign policy.
Debate a recent issue.

MONROE DOCTRINE: A LANDMARK IN AMERICAN FOREIGN POLICY, THE
Harold C. Vaughan. Watts, 1973. (Non-F. 6-8)

An examination of the conditions that led to this stand taken by the U.S.

An interesting unit could result from up-dating this doctrine/policy with recent ones; for example, SALT peace talks, Egypt/Israel proposals, etc.

7. Support Rationality in Communication

EMPEROR'S NEW CLOTHES, THE

Jean Van Leeuwen. illus. Jack and Irene Delano. Random, 1971. (Trad. P-3)

A fairy tale of an emperor who is fraudulently led to believe that some weavers were magical in their ability to make his clothing.

This tale would be good to demonstrate the "expertise of advertising campaigns that use 'sales pitches.'

Activity:

Collect examples from advertising where "sales pitches" are used.

FREEDOM TO KNOW

Joseph Carter. Parent's, 1974. (Non-F. 6-8)

Freedom to know the truth through books and newspapers and television is basic to our lives. The author analyzes how propaganda and censorship and political chicanery have caused problems in letting us exercise the freedom to know.

MEDICINE SHOW: CONNING PEOPLE AND MAKING THEM LIKE IT

Mary Calhoun. Harper, 1976. (Non-F. 4-8)

Tells about the medicine shows that used to travel throughout the country and about the people who ran them. Gives an inside picture of this type of advertising and makes us think about it in relation to today's television and other media.

Discussion:

Compare media presentations and classify according to propaganda, truth, etc.

Words to use: rationality, conning, truth, opinion

OBSCENITY AND PUBLIC MORALITY: CENSORSHIP IN A LIBERAL SOCIETY

Harry M. Clor. University of Chicago Press, 1971. (Non-F. 5-8)

Attorney Clor believes that obscenity must be legally controlled and a philosophy of censorship developed to serve the public interest.

Activities:

Interview librarians, etc. for a code to use in censoring.

Research state limits.

Discuss examples of censorship at local, state and federal levels.

8. Responsibility for Self and Personal Obligation: Self-Reliance

ALEXANDER, WHO USED TO BE RICH LAST SUNDAY
Judith Viorst. illus. Ray Cruz. Atheneum, 1978. (Pic. P-3)

Unlike his brother, Alexander never has any money in his pocket. A tongue-in-cheek introduction to money and finance.

Discussion questions:
Feelings: having money, using it and being without it.
Sources of income.
Discuss the statement that "money brings you happiness."

HOW KIDS CAN REALLY MAKE MONEY
Shari Lewis. Holt, 1979. (Non-F. 2-5)

Scores of imaginative but practical dollars and cents projects.

I NEED A FRIEND
Sherry Kafka. illus. Eros Keith. Putnam's, 1971. (Pic. P-3)

The story tells things people can do by themselves but shows the dependence we have on friends. A good reminder of the little things that our friends do for us.

Discussion:
Help from friends and others.
Interdependence on others for aid, help, advice, etc.

ME NOBODY KNOWS: CHILDREN'S VOICES FROM THE GHETTO, THE
Stephen M. Joseph, ed. Avon Books, 1969. (Anth. 4-6)

A collection of writings of students in ghetto schools in New York City. The book is divided: "How I See Myself", "How I See My Neighborhood", "The World Outside", "Things I Cannot See or Touch."

PLANT SITTER
Gene Zion. illus. Margaret Graham. Harper, 1959. (Pic. P-3)

A little boy makes good use of his summer by watching plants for the neighbors while they are on vacation.

Activities:
Collect classified ads showing jobs for students.
Write a personal ad.
Role play this story.

RAMONA AND HER FATHER
Beverly Cleary. Morrow, 1977. (Fic. 3-8)

When Father suddenly becomes unemployed Ramona, a second grader, attempts to assist the family in coping with the crisis. The entire Ramona series deals with family and social problems, RAMONA AND BEEZUS (peer and sibling relationships), RAMONA AND HER MOTHER (family crisis and conflict resolution).

These are particularly good to read-aloud to third, fourth and fifth graders. Much discussion and predicting of outcomes and story pattern would be used.

Related Material

Poetry:

I'M GLAD I'M ME
Elberta Stone. illus. Margery Brown. Putnam's, 1971.

ME! A BOOK OF POEMS
Lee Bennett Hopkins, ed. illus. T. Stubis. Seabury, 1970.

ME NOBODY KNOWS: CHILDREN'S VOICES FROM THE GHETTO, THE
Stephen M. Joseph. Avon, 1969.

9. Increasing Effectiveness of Family and Other Relationships

BLUEBERRIES FOR SAL

Robert McCloskey. Viking, 1948. (Pic. P-3)

The adventures of a little girl and a baby bear as their mothers take them hunting for blueberries.

A good story that stresses mother-child relationships in a humorous dilemma.

Could lead to questions:

How were mothers alike?
Children alike?
What would have happened if Mother had taken home Baby Bear?

GRANDFATHER

Jeannie Baker. Dutton, 1979. (Pic. P-3)

A grandfather and child have time to enjoy each other's company. Done in striking collage.

Activity:

Interview people, with grandchildren.
Find out what their favorite foods are, their choices of past times.

LET'S FIND OUT ABOUT THE FAMILY

Valerie Pitt. illus. Gloria Kamen. Watts, 1971. (Non-F. 1-3)

The book looks at the value of the family as a social unit stressing the importance of family relationships. Various contemporary family units are shown as examples.

A good book to begin a unit of study on families showing the diversity within a classroom.

SOO LING FINDS A WAY

June Behrens. illus. Rao Yashima. Golden Gate, 1965. (Pic. K-3)

Soo Ling watches a laundromat going up across the street from his grandfather's hand laundry. The dilemma of the old ways against modern technology are brought to light in a simple way.

Discussion:

The old and new ways of doing things in one's life; for example, shoe repair, grocery stores, transportation, etc.

SPECIAL BIRTHDAY, A

Symeon Shimin. McGraw-Hill, 1976. (Pic. P-3)

A book without words. A little girl's father prepared a birthday surprise with a long ribbon leading to find her present. A warm finale with daughter and father.

WHAT MARY JO SHARED

Janice Udry. illus. Eleanor Mill. Whitman, 1966. (Pic. P-3)

Mary Jo has a difficult time finding something for "Show and Tell" time until she decided to share her father.

This story may help teachers focus in on the difficulty that some children have with sharing, especially orally, with the class. Options would be to find relevant and interesting ways to share and make it less authority-laden.

YESTERDAY'S SNOWMAN

Gail Mack. illus. Erik Bleguad. Pantheon, 1979. (Pic. P-3)

A little girl tells about the perfect snowman; when Mom stopped preparing supper and the whole family built the snowman. A lesson learned --some of the best moments in life are quickly over.

Related Material:

Poetry:

BIG SISTER TELLS ME THAT I'M BLACK
Arnold Adoff. illus. Lorenzo Lynch. Holt, 1976.

CRAZY TO BE ALIVE IN SUCH A STRANGE WORLD
Nancy Larrick, ed. Evans, 1977.

FACES AND PLACES: POEMS FOR YOU
Lee Bennett Hopkins. illus. Lisl Weil. Scholastic, 1975.

MAKE A CIRCLE, KEEP THEM IN: POEMS FOR A GOOD DAY
Arnold Adoff. illus. Arnold Himler. Delacorte, 1975.

PICTURES THAT STORM INSIDE MY HEAD
Richard Peck. Avon, 1976.

REFLECTIONS ON A GIFT OF WATERMELON PICKLE
Stephen Dunning, et. al., eds. Lothrop, 1967.

SOUNDS AND SILENCES
Richard Peck. Dell, 1970.

UPSIDE DOWN AND INSIDE OUT
Bobbi Katz. illus. Wendy Watson. Watts, 1973.

WOMEN AND THE MEN, THE
Nikki Giovanni. Morrow, 1975.

ZERO MAKES ME HUNGRY
Edward Leuders and Primus St. John, eds. Lothrop, 1976.

10. Understanding and Appreciation of Community Helpers: Civil Servants

CAREERS WITH A FIRE DEPARTMENT
Johanna Peterson. Lerner, 1975. (Pic. K-5)

A beginning book about fire departments. Portrays many kinds of work that fire personnel are involved in.

FIRE HOUSE BOOK, THE
Colin Bailey. Golden, 1969. (Pic. K-3)

Visiting the fire house to show the work and location of firemen.

FIRST BOOK FOR FIREMEN, THE
Benjamin Brewster and Jeanne Benedict. Watts, 1951. (Non-F. P-3)

Easy to read with an introduction to all kinds of firemen in many locales.

GUESS WHO?
Anne Ball. Children's Press, 1972. (Pic. P-3)

Fifteen community helpers riddles for older preschoolers.

Use format of "riddling" to build a classroom book on community helpers.

I KNOW A POLICEMAN
Barbara Williams. Putnam's, 1967. (Pic. 1-3)
(One from Community Helper series.)

A stereotypic look at policemen but one that is honest for the year it was done.

Use as a model for children to write their own "I Know..." book.

Discussion:
- What training does a policemen need?
- Where does he/she train?
- Is "Police-person" an appropriate term?

I WANT TO BE A POLICEMAN
Carla Greene. Children's Press, 1958. (Pic. P-3)

Stereotypes are evident by showing only male police officers but the easy reading makes it interesting for children.

I WANT TO KNOW ABOUT THE SENATE
Senator Charles Percy. Doubleday, 1976. (Non-F. 4-8)

Based on questions of students, Senator Percy tells about his role into politics.

Activity:
- Acquaint class members with their own state representatives/senators.
- Follow issues that they are involved in in Washington.

LADDER COMPANY 108

Rona Beame. Messner, 1973. (Non-F. 3-5)

This book shows the activities of a fire department in New York for three days. Besides the "glories" of this career, dangers and discomforts are shown.

LET'S GO TO A POLICE STATION

Laura Sootin. illus. Sidney Quinn. Putnam's, 1957. (Non-F. K-3)

An older book but one that provides information which could be helpful before a field trip to a police station. Readers need to be made aware of two faults: No women are represented and the station is a more rural function. Comparisons could be made or this book augmented with later books on the topic.

LET'S VISIT THE POLICEMAN

Billy Pope. Taylor Publishing, 1971. (Pic. P-2)

A good book to read before a field trip to a police station.

ON THE BEAT: POLICEMAN AT WORK

Barry Robinson and Martin Dain. Harcourt, 1968. (Non-F. K-3)

An easy-to-read text with photographs of New York City police department. Even though no policewomen are shown (except a meter-maid) policemen are symbols of authority as well as real people in home settings.

POLICE DOGS IN ACTION

Clarke Newlon. Dodd, 1974. (Pic. 5+)

An intriging book because of the high interest of children in animals of this kind.

Discussion:

What other training are dogs given? Who does the training?
Use with a visit from a resource person and a dog if possible.
Films also available.

POLICEMEN AND FIREMEN: WHAT DO THEY DO (I Can Read Book)

Carla Greene. Harper-Row, n.d. (Pic. K-3)

An older one which may have some misconceptions as far as modern communication and transportation systems. Use before field trips. Use as a comparison model.

POLITICIANS FOR THE PEOPLE: SIX WHO STAND FOR CHANGE

Elizabeth Levy and Mara Miller. Knopf, 1980. (Biog. 4-8)

Profiles of a "new breed" of politicians. According to the authors these politicians were nurtured in the 1960's by the policy changes, became of age in the 1970's and should make an impact on election or re-election in the 1980's. The six are: Bill Bradley, U.S. Senator from New Jersey, Tom Hayden, former 1960's student radical advisor, Polly Baca-Barragan, State Senator from Colorado, Moises Morales, third-party candidate, Nancy Stevenson, Lieutenant-Governor of South Carolina and black spokesman, Arthur Eve.

Because these are the advocates of the today-politics they should be interesting to the young reader in middle school.

PRESIDENT'S CABINET AND HOW IT GREW, THE

Nancy W. Parker. Parent's, 1978. (Non-F. 4-8)

Tells about the advisors to the President. Traces the first four advisors who served George Washington (1789) to the men and women in President Carter's cabinet.

Activities:

Collect pictures and articles about each cabinet member.
Make a list of decisions/duties of each.
Collect material on the new cabinet members: Secretary of Energy, Secretary of Education.

SCHOOLMASTERS, THE

Leonard Everett Fisher. Watts, 1967. (Non-F. 4-7)

A brief history of education is given beginning with the Colonial Period. Illustrations done in the enimitable Fisher fashion.

Discussion:

Differences between school masters and today's school teachers. Compare education then and today.

Activities:

Charts depicting differences; role-play; interviews with grandparents about "education--then."

SOMEONE ALWAYS NEEDS A POLICEMAN

David Brown. Simon and Schuster, 1972. (Non-F. P-3)

Shows the policeman as a "friend" and helper instead of a person to fear.

SQUAD CAR 55

Cynthia Chapin. Whitman, 1966. (Non-F. K-2)

An adventure story of a policeman as he goes about his job. Easy to read.

TROOPERS ALL: STORIES OF STATE POLICE

John J. Floherty. Lippincott, 1954. (Non-F. 7-9)

Stories that could lead students to reflect training, danger and prestige of state policemen. Good to use with interviews of these civil servants.

WHAT A STATE GOVERNOR DOES

Roy Hoopes. Day, 1973. (Non-F. 4-8)

Outlines the duties and responsibilities of a governor.

Discussion:
- Training, responsibilities of our governor.
- What issues are being considered by the governor now?

Activities:
- Take polls of issues in State Government.
- Interview Governor's aids.

WHAT IT'S LIKE TO BE A FIREMAN

Arthur Shay. Reilly and Lee, 1971. (Pic. 2-4)

A good book to read before a visit to a fire station or interview with fire resource people.

WHAT IT'S LIKE TO BE A POLICEMAN

Arthur Shay. Reilly and Lee, 1971. (Pic. 2-4)

One of a series "What It's Like..." that explains many careers some of which are civil servants.

Related Material

Short Stories/Articles:

"Government Job in Your Future?, A"
YOUR WORLD, 11:12, March 28, 1979.

"My Dad's a Cop"
C. Rose. SR. SCHOLASTIC, 111:7, May 3, 1979.

"Police and Teens Get Together"
H. Justyn. YOUNG MISS, 24:26-9, July, 1977.

"Police Story"
EXPLORER, 39:6, February 10, 1977.

"Stopped by the Police"
C. Rose. SR. SCHOLASTIC, 111:8, May 3, 1979.

"Truth About Women Cops, The"
SEARCH, 9:2-4, February 10, 1977.

11. Knowledgeable about Consumerism and Economics

BE A SMART SHOPPER

Kathlyn Gay. Photos, Davis Sassman. Messner, 1974. (Non-F. 4-6)

A simple consumer's lesson with considerations for selection and purchase of goods.

Activities:

Design comparative price shopping lists from newspapers and catalogs.

Make a list and shop at a market.

COW FOR JAYA, A

Eva Grant. illus. Michael Humapshire. Coward, 1973. (Real. Fic. 1-3)

Set in India, a poor boy longs for a cow so that his family can have milk for nourishment and survival.

DOLLARS FOR DANDELIONS: 101 WAYS TO EARN MONEY

Helen Roney Sattler. illus. Rita Loden Leydon. Lothrop, 1979. (Non-F. 3-6)

A look at ways that young people can become business persons; using terms such as profits, loss, demands, etc., etc.

HOW KIDS CAN REALLY MAKE MONEY

Shari Lewis. Holt, 1979. (Non-F. 3-6)

This book written by a popular television celebrity lists ways of making money: collecting things, "good causes," "rent-a-kid" service and caring for plants.

HOW TO GROW A HUNDRED DOLLARS

Elizabeth James and Carol Barkin. illus. Joel Schick. Lothrop, 1979. (Fic. 3-6)

This book tells about Amy who needs to earn $100 for a camping trip. Through a series of events a resourceful young lady buys the raw materials, makes terrariums and re-sells them for a profit. Mid-way through the venture she confronts economic terms such as demand, inflation, competition, loans and dividends. After her camping trip is over, her debts paid, her investors re-paid and liquidation she suggests other commodities that could be profitable and the reader knows that Amy will try again.

Activity:

Look in the Classified ads and find items for sale that could be done as a classroom project. Investigate.

HOW TO TURN LEMONS INTO MONEY: A CHILD'S GUIDE TO ECONOMICS
Louise Armstrong. illus. Bill Basso. Harcourt, 1976.
(Pic. K+)

A child's view of economics through the neighborhood lemonade stand. Terms such as competition, employee, commonity are used.

HOW TO TURN UP INTO DOWN INTO UP: A CHILD'S GUIDE TO INFLATION, DEPRESSION AND ECONOMIC RECOVERY
Louise Armstrong. illus. Bill Basso. Harcourt, 1978.
(Non-F. K-6)

Businesses including lemons are affected by economic variants. The lemon business goes through diminishing supply, price hike, inflation, depression and stability.

Activities:

Make a list of the terms used and collect examples from daily life; for example, cost of school lunches, clothes, entertainment.

Collect and research other terms; supply and demand. economics, purchasing power.

JACK AND THE BEANSTALK
Several versions available. (Trad. P-6)

Jack takes the old cow to town to get money for him and his mother to live on. He is tricked into trading the cow for "magic" beans.

This book would lead into a discussion on trading, income for productive work and income gained by taking someone else's material worth.

Reference: LEARNING MAGAZINE. "Starting Points," Aug/Sept, 1974.

MIDAS THE THE GOLDEN TOUCH
Traditional: Several versions available. (Trad. P-6)

King Midas is given the ability to turn anything into gold that he touches. For a time it is a rewarding gift but he later finds that "everything of worth is not made of gold."

The story demonstrates the limitation of money in and of itself.

Discussion:

Would you like to have the Golden Touch? Why? Why not?

Discuss the cliche, "All that glitters is not gold." Do you believe this is true?

Write another cliche that meets your beliefs.

MONEY AND KIDS
Mary Price Lee. Westminister, 1978. (Non-F. 4-6)

Readable by upper elementary children and is packed with dozens of unusual but practical ideas about earning money as well as tips on saving and spending.

ROOSTER AND THE JEWEL, THE

Adapted and illus. Alice and Martin Provensen. Golden, 1965. (Trad. P-6)

A rooster, searching for food, found a diamond as large as a walnut and decided that he'd rather have one grain of barley than all the diamonds in the world. Lesson: A project is worth something only to the degree it is wanted by someone.

Discussion:

Why did the rooster feel that way?
Who would have felt that the diamond was worth something? Why?
What "good" is a diamond? To whom?
If no one wanted it at all was it worth anything?

RUMPELSTILTSKIN

Traditional: Several versions available. (Trad. P-3)

This is the old tale of a girl who spins straw into gold with the help of a imp who is to be rewarded with the girl's first-born.

Discussion:

What kind of bargains were made in this story?
What kind of bargaining goes on in your life? By whom?
What other words/concepts go into bargaining; for example, worth, item/product, negotiation, arbitrate, etc.

Reference: LEARNING MAGAZINE, "Starting Points," Aug/Sept, 1974.

THIS IS AUTOMATION

Carl Hirsh. Viking, 1964. (Non-F. 4-8)

An older book but one that will give an introduction to the changes in one's life as things are becoming more automated.

Up-date this with MIRACLE CHIPS, Englebardt, Lothrop, 1979 (the story of the microelectronic revolution).

TOMATO PATCH, THE

William Wondriska. Holt, 1964. (Pic. 1-5)

Bright, clear pictures help to tell this story of two neighboring kingdoms that shift their enthusiasm from aggression to agriculture.

Related Material

Snort Stories/Articles:

"How to Be a Smart Shopper"
JR. SCHOLASTIC, 81:17, November 30, 1978.

"Labels are for Reading"
SR. SCHOLASTIC, 110:20, January 26, 1978.

"What Should You Do If You Feel Ripped Off?"
SR. SCHOLASTIC, 111:31, January 11, 1979.

"You Are What You Read"
CURRENT HEALTH I, 1:22-4, February, 1978.

Unit Approach:

MAKING SENSE OF CENTS: ECONOMICS IN THE CLASSROOM

At a very early age children are given coins as toys, rewards and novel objects. The monetary value is learned only as soon as goods are purchased (candy, lunches and long sought after items) or for services, allowances, etc.

Economics--money, exchange, commodity, etc.--should be an early part of the social studies lessons in school to help children become knowledgeable about their personal finances, the local market/s and world exchange. It is a survival skill that all young people need to have; a "sense of money" and an exploration of institution, concepts and systems basic to modern life.

Traditionally, lessons teaching these concepts consisted of mundane (and transitory) lists of exported and imported commodities, regional resources or manufacturing trends. What could, or could not, be learned from this non-relevant instruction was that Michigan, as an example, was given a "car" legend on the map representing its manufacturing and that was likely to be the source of the family automobile. But little was discussed about costs, inflation and the causes; about the "middle man", government regulation or needs and demands. Nor did any of the instruction make linkages to a student's own financial status; how does the government intervention on cars affect you? What might the automobile of the future look like, cost be made of? etc.

Instruction on economics should help the student become knowledgeable about economics from a historic point of view as well as contemporary and about the "movement" of money, and at the same time make it relevant to their immediate and future lives. Trade books--informational and fictional--give an insight to these issues with up-to-date and meaningful context.

Following is an annotated bibliography appropriate for K-8 graders dealing with economics and suggested activities and experiences for classroom instruction.

NON-FICTION

Money: What Is It?

MONEY, MONEY, MONEY

Ruth Belou Gross. illus. Leslie Jacobs. Scholastic, 1974.

Questions and answers of how money was invented, how it was changed through the years, the origination of paper currency and its role in history. For young readers.

MATTER OF MONEY: WHAT DO YOU DO WITH A DOLLAR?, A

Ruth Calvin. G. Phillips, 1978.

For older readers this book begins with the history of the U.S. monetary system, taxes and credit. A glossary index and detailed future references make this a very workable book.

Earning Money

GOOD CENTS: EVERY KID'S GUIDE TO MAKING MONEY

Amazing Life Games Company. illus. Martha Hairston and James Robertson. Houghton, 1974.

This book is divided into four sections representing times and ways that young people can earn money: "Weekenders," "Any Timers," "Special Timers," "Summer Timers." A final chapter provides "saving" information.

DOZENS OF WAYS TO MAKE MONEY

Yvonne Michie Horn. Harcourt, 1978.

Upper-graders will find at least 35 jobs described in this book--including selling dried weed arrangements and serving as umpires for children's sporting events. Throughout, practical tips are given on sound business like procedures, costs and methods of operation and pricing and advertising and selling the products or services. A chapter on "Tips on Advertising" outlines ways to make posters, flyers and business cards.

HOW TO GROW A HUNDRED DOLLARS

Elizabeth James and Carol Barkin. illus. Joel Schick. Lothrop, 1979.

This book tells about Amy who needs to earn $100 for a camping trip. Through a series of events a resourceful young lady buys the raw materials, makes terrariums and re-sells them for a profit. But midway through the venture she confronts economic terms such as "demand," "inflation," "competition," "loans" and "dividends."

After her camping trip is over, her debts paid and her investors re-paid she practices "liquidation." She then suggests other commodities that could be profitable, and the reader knows that Amy will try again.

To the young entrepreneur this would be a delightful first exposure to account book entries with a glib humor surrounding possible "loss of gains." The pen and ink drawings of Schick are delightful and make this a fast moving venture into economics.

MONEY AND KIDS

Mary Price Lee. Westminister, 1979.

Readable by upper elementary children and packed with dozens of unusual but practical ideas about earning, savings and spending money, this book would make an interesting present to a child who always has a hand out!

HOW KIDS CAN REALLY MAKE MONEY

Shari Lewis. Holt, 1979.

This book written by a popular television celebrity lists ways of making money, collecting things, holding a swap meet, baby sitting and other services listed as "good causes."

Illustrated with cartoon-type drawings.

DOLLARS FROM DANDELIONS: 101 WAYS TO EARN MONEY

Helen Roney Sattler. illus. Rita Leydon. Lothrop, 1979.

Collecting and selling dandelions is only one of the many businesses listed in this book. Others include cleaning, services, pets, recycling, kitchen help. The final and humorous "Mind Your Own Business" describes the values and pitfalls of being self-employed.

Money Movement

MONEY, MONEY, MONEY: HOW TO GET IT AND KEEP IT

Tom Morgan. illus. Joe Ciardiello. Putnam's, 1978.

With easy to understand language the author discusses such topics as bank interest, stocks, profits, bonds, mortgages and bankruptcy.

MONEY MOVERS: WHAT BANKS DO AND WHY, THE

Don Colen. McKay, 1978.

This book deals with the complex issues of where money comes from, how it moves around and where it goes. The final chapter takes a futuristic look at the way money might be used. An extensive and helpful glossary is included.

BANKING, MONEY AND FINANCE
April Klimley. Putnam's, 1978.

This is one in the series of "Here is Your Career" books dealing with job opportunity for young people. The focus of this book is twenty-three on-the-job interviews with men and women in the fields of marketing, computer programming and electronic banking.

Economics for Young Readers

HOW TO TURN LEMONS INTO MONEY: A CHILD'S GUIDE TO ECONOMICS
Louise Armstrong. illus. Bill Basso. Harcourt, 1977.

In cartoon style a girl sets up a lemonade stand and confronts concepts of values, strikes, boycotts, profits, competition, liquidation, etc. A good guide to young people venturing into a business.

HOW TO TURN UP INTO DOWN INTO UP: A CHILD'S GUIDE TO INFLATION, DEPRESSION AND ECONOMICS RECOVERY
Louise Armstrong. illus. Bill Basso. Harcourt, 1978.

The lemonade stand continues with added intricacies and dilemmas of private enterprise.

KID'S GUIDE TO THE ECONOMY, A
Manfred G. Riedel. illus. Ric Estrada. Prentice-Hall, 1978.

Twenty-seven short anecdotes about young people who are exposed to capitalism, competition, zero growth, oligopoly.

FICTION

100 POUNDS OF POPCORN
Hazel Krantz. illus. Charles Geer. Vanguard, 1961.

When Andy Taylor gets 100 pounds of popcorn he immediately goes into business with his friends. They learn immediately about supply and demand, profits and management.

HOMER PRICE
Robert McCloskey. Viking, 1943.

A few no-nuts mean a snack but hundreds and thousands mean a business must begin.

TOOTHPASTE MILLIONAIRE, THE
Jean Merrill. Houghton, 1974.

A humorous story of Rufus, a black boy, who challenges the business world with a simple product called "toothpaste."

ALVIN'S SWAP SHOP

Clifford B. Hicks. illus. Bill Sobol. Holt, 1976.

An adventure story of an enterprising young man who trades up from an ant collection to a gasoline station swap-center. During his adventure he helps capture a criminal. Humorous and one that could lead to discussion of swapping, pawning as exchange.

HAWKINS

Barbara Brooks Wallace. illus. Gloria Kamen. Abengdon, 1977.
(Scholastic paper used title THE CONTEST KID.)

Harvey Small is a chronic "contest-enterer" who wins a valet, Hawkins. Together they enter the world of punch stands and the economics surrounding them.

ALEXANDER WHO USED TO BE RICH LAST SUNDAY

Judith Viorst. illus. Ray Cruz. Atheneum, 1978.

Unlike his brother, Alexander never has any money in his pocket. A tongue-in-cheek introduction to money and finance.

HENRY REED, INC.

Keith Robertson. illus. Robert McCloskey. Yearling.

When Henry, a son of an American diplomat in Italy returns to the U.S. to spend his summer in New Jersey with an aunt and uncle he records his experiences with America's free enterprise. He organizes "Henry Reed, Inc." to research the problem. A humorous book. Excellent for this unit as well as role playing, drama, scripts, etc.

Points of Discussion and Questions

The following are illustrative of kinds of questions that the teacher can prepare to begin lessons on money. Children will add to the questions as points of reference and for exploration.

1. Where is money printed? It's usefulness? How long does it last? What is it made of?
2. What is a Federal Reserve Bank? What is the coding system for each (example: Boston, Mass. is listed as "A" on the bills)?
3. What other items have been used as "Money" or exchange during the history of our country? Other countries and times? Which methods or means have been discarded? Why?
4. What do you suppose the ten most uses of money are for children before 12? For teen-agers? For grown-ups? (Take polls to answer this one.)
5. Why are there robberies of money/banks? What laws/regulations should be attached to this offense?
6. How are checks used as money?
7. What makes the price of a product such as gold rise or fall?
8. At what age can you begin to earn money? To pay social security? Pay taxes?
9. Where do taxes go? What are they used for?
10. What are the requirements to become a banker? Pawn broker? Computer-manager?
11. It has been suggested that the penny is no longer needed because of inflationary rates? Do you think it's use should be discontinued? Why? Why not?
12. What is the actual value of each coin? Currency?
13. Discuss the following:

    a. "A penny saved is a penny earned."
    b. "All that glitters is not gold."
    c. Easy come. Easy go.
    d. ...expect to pay the piper or pay through the nose.
    e. Streets lined with gold.

    Add to the list.

Vocabulary

product
budget
deficient spending
rate
barter
swap
goods
interest
compounded annually
counterfeit
competition
commodity
exchange
currency
Federal Reserve
mint
entrepreneur
oligopoly
capitalism
economics
strike
boycott
labor
management
ownership
private enterprise
investment
liquidation
market value
distribution
consumer
social security
zero growth

(Collect others--build a dictionary.)

Activities

Money: What is it?:

1. Learn to "decode" money from the symbols on the coins and currency; for ex.: the city the money comes from, the Federal Reserve Banks, mint no., secretary of treasury, etc.

2. Research origin of our money system and others of the world. Collect and compare money names.

3. Devise a new money system; for ex.: stones, marbles or chips. Determine problems of exchange, values, etc.

4. Recently a new dollar was coined. Is it popular? Why? Why not? Design a new coin that you think would be useful; for ex.: one-half cent, 75¢.
   Design a new kind of currency; for ex.: colored, change of size, etc.

5. What are the laws about use of coins; for ex.: drilling holes in or modifying them for jewelry? Other regulations?

6. Visit a coin shop or invite a coin collector to bring in coins for display and discussion. Talk about age, mint, value, investment.

Earning Money:

1. Look at the classified ads in the local paper. Mark jobs that are listed. Put a star by any for which students could apply.
   Begin a school "help-wanted" advertising sheet. Interview local people for jobs that could be listed; for example,

delivering papers, baby and plant sitting, car washing, mowing lawns, etc.

Classify jobs as "service" or "commodity-oriented" jobs.

2. Using the ideas in HOW TO TURN LEMONS and PLANT SITTER set up a classroom business (cupcake sale, school supplies, potted plants). Keep accounts for expenditures, profit, loss.

3. Develop a board game (ala Monopoly or Big Business). Use economic vocabulary and terminology for "chance" cards. The commodities (spaces on board) could be relevant to students (skate boards, frisbies, quick-food stands and sports equipment).

4. From the classified ads locate the jobs with highest salary, lowest wages. Decide why the discrepancy exists. Classify "help wanted" under: hourly rates, weekly rates, monthly. Convert each to wage per day.

Money Movement:

1. Study federal and state tax systems. Fill out tax forms (available at local post offices or IRS offices) with a fictious amount of money and deductions.

2. Interview a resource person regarding taxes; for example, a tax consultant, county commissioner, etc.

3. Encourage children to apply for a Social Security card (request permission of parents/guardians) and study the system.

4. Visit a bank to see its operation, loans, checking service, savings. Learn to fill in forms--checks, deposits, withdrawals.

5. Determine interest on a hundred dollars, thousand dollars at varying rates. Study newspaper and billboard advertising to determine the "going rate."

6. "Invest" in a stock listed in the business section of the newspaper. Plot its course for a month. List loss and gains.

7. Follow the price of gold for a month. Graph its rise and fall.

8. Write diary entries for a piece of money as it's manufactured, used, saved and exchanged.

   a. How does it feel to be so much in demand?
   b. How does it like its appearance (size, color, shape)?
   c. What does it see (in banks, purses, pockets)?
   d. Who is the most famous person that held it?
   e. Where would it like to go?
   f. Why is it important? Or not important?

9. Collect speeches/graphs about government spending--local and federal. Determine where and how the budget is spent. Find out the policies behind bonding, tax collection, deficient spending and balanced budget.

Economics:

1. Set up an "exchange" in class using printed money. For example, money can be earned for number of books read or homework completed. Money could be spent on additional recess or free time. After a period of time outline the difficulties and advantages of such a system.

2. Set up swap, trade or bartering system in the classroom; for example, trade skiis too small for something useful.

3. Simulation game--Highest Bidder.

4. Interview-career people in the field of business. Collect information on education required, training, job possibilities and predicted income. Make a bulletin board or scrapbook of the interviews (see the Klimley book).

5. Make a scrapbook about one commodity; for example, "Cars." Collect and classify anything related to that commodity; manufacturing, ads, costs, interest in buying, comparison shopping (from ads), safety records, new inventions, government and other regulations, popularity, etc.

6. Encourage budgeting by showing simple accounting procedures--income, expenditures, balance. Use oral and written math problems to develop a simple budget process.

7. Newspaper research: Collect newspaper headlines from the library or newspaper archives from 20 years ago and 50 years ago. Compare prices of food, clothing, cars with present prices. Do the same with catalogs and journals from the turn of the century.

8. Write a future-newspaper. Predict the prices for 20 years from now and write ads and feature stories about an item that the students will probably purchase.

9. Write creatively/functionally:

   a. Use an acrostic format to write about present economics:

Ex.: (a) E__ or (b) __E__
C__ __C__
O__ __O__
N__ __N__
O__ __O__
M__ __M__
I__ __O__
C__ __M__
S__ __Y__

Write a word or phrase or words that begins with each letter of the word "economics" (Ex. a) or is used somewhere in the word (Ex. b).

b. Fill out an application blank for a job by an object; for example, an egg beater. List "former employer" (Example, whipping cream), "reasons for leaving employer" (Example, want a sweeter job), etc.

c. Prepare a guidebook on "Economics For Us" for the class. Include ways to interview, apply for jobs, possible ways to earn and save money and money facts.

d. Design a hand-bill to advertise the job (service) you have to offer.

e. Write a classified ad and send to the "help-wanted" column of the newspaper.

10. Prepare a list with two headings such as example below. Debate, discuss and research the answers for the blanks.

Causes:	Effects:
1.	1. High price of hot dogs.
2. A flood in town.	2.
3. Someone writing and scribbling on classroom walls.	3.
4.	4. The price of gold jumps!
5.	5. A car salesman goes out of business.
6. He decided not to spend his dollar.	6.
7. Population in town increases by 1 million people.	7.
8. The need to earn money for a new frisbie.	8.
9.	9. You babysit for a neighbor.
10. Your pocket has a hole in it.	10.

12. Democratic Participation

GNATS OF KNOTTY PINE

Bill Peet. Houghton, 1975. (Fant. K-3)

On the opening day of the hunting season it is the tiny gnats that save the animals of Knotty Pine. Easy reading.

Activity:

Write a sequel to this story.

GOLDEN APPLE, THE

Max Bollinger. Atheneum, 1970. (Pic. 1+)

A fable of animals fighting for possession of a golden apple. This story although intended for younger children would be excellent to portray the "fable" genre for advanced children.

Activity:

Write other modern fables having to deal with contemporary economic/political problems.

LOTTE'S LOCKET

Virginia Sorensen. illus. Fermin Rocker. Harcourt, 1964. (Fic. 3-6)

The decision of staying loyal to her country is a strong one for eleven-year-old Lotte. This is a story of a Danish girl who has strong conflict with the American's part in World War II. An excellent prospective of patriotism and values.

STREET OF THE FLOWER BOXES, THE

Peggy Man. illus. Peter Bruchard. Coward, 1966. (Fic. 2-6)

When nine-year-old Carlos and his friends tear up the flowers in the planters in front of their neighbors house he learns the value of working together, beauty and cooperation.

Very stimulating materials for discussion of destruction of other's property and cooperative efforts.

Activity:

Develop a community or school project where the wholeschool participates and the whole community benefits; for example, clean-up campaigns, planting, painting, etc.

Discussion:

Were the boys fair in their vandalism? Why not?
Is it ever right to destroy others' property?
Have you ever had something destroyed by someone else?
What were your feelings?
How would/do you feel if you were the neighbors? Role play the parts.
What civil laws protect vandalism?

Related Material

Poetry:

AMERICA IS NOT ALL TRAFFIC LIGHTS: POEMS OF THE MIDWEST
Alice Fleming. Little, Brown, 1976. (Poet. 4-8)
Poems presenting the flavor of the variety of people, places and settings of America. Photographs.

Short Stories/Articles:

"Forgotten Horse, The"
A. Talabere. HIGHLIGHTS, 32:16-7, October, 1977.

"Good Citizens Are Good Neighbors"
PARADE, 60:6, September 13, 1978.

"How the Kids Delivered the News"
I. Roth. EXPLORER, 40:4-5, September 8, 1977.

"Myrtle Found the Words" (Myrtle Fillmore)
C. Miseles. WEE WISDOM, 84:4-7, Aug/Sept, 1977.

"Skill Award: Citizenship"
BOYS' LIFE, 69:32, January, 1979.

References

"BILL OF RIGHTS" FOR CHILDREN, A
Henry H. Foster. With a foreword by Judge Justine Wise Polier. Council for the Children's Defense Fund, New York City. Thomas, 1974.

This book is written for persons of all ages in the hope that it will be an aid to understanding and a reminder about authority in the lives of children. The suggested "bill of rights" includes the moral and legal rights that a child has:

to be regarded as a person
to receive parental love, affection, discipline and guidance
to be supported, maintained and educated
to be treated fairly by all authority
to earn and keep his own earnings
to be free of legal disabilities
to seek and obtain medical care and treatment and counseling
to receive special care, consideration and protection in the administration of law and justice.

CHANGING ADOLESCENT ATTITUDES TOWARD POLICE
Robert Fortune. W.H. Anderson Co., Ohio, 1971.

CONSUMER LAW RESOURCE KIT
Changing Times Education Service, 1729 H St., N.W., Washington, D.C. 20006.

Units include: the right to be informed, to be heard, the marketplace, money management.

"Economics: Classroom Activities and Study Prints"
LEARNING MAGAZINE, Aug./Sept., 1974.

INQUIRY INTO CRUCIAL AMERICAN PROBLEMS
Prentice-Hall, 1970.

LIBERTY AND THE LAW: CASE STUDIES IN THE BILL OF RIGHTS
Prentice-Hall, 1968.

SURVIVAL THEMES IN FICTION FOR CHILDREN AND YOUNG PEOPLE
Bonnie Tate Wilkin. Scarecrow Press, 1979.

Beginning view of books in relation to the needs of children and young people within a developing society. Thematic choices focus on those of concern to writers and evaluators and those found to be of vital interest to the developing child. A list of selected sources is also listed.

TEACHING YOUR CHILD THE FISCAL FACTS OF LIFE
Rodger Dean Duncan. Abbey Press, 1978.

U.S. GOVERNMENT: HOW AND WHY IT WORKS, THE
Bantam/Britannica Books. Bantam, 1979.
An introduction to the topic of American Government....analytical yet easy to comprehend. Liberally illustrated.

II. CONFLICT/CONFLICT RESOLUTION
Understanding of Social Conflict, Change and Conflict Resolution

1. Social Conflicts:
vandalism, offenses, abuses, drugs, alcohol, prejudices, war, run aways, stealing, unrealistic expectations, alienations, rejections, school drop outs

AND MY MEAN OLD MOTHER WILL BE SORRY, BLACKBOARD BEAR
Martha G. Alexander. Dial, 1972. (Pic. K-3)

Anthony's mother is always yelling at him and he thinks that he is really picked on. He and his imaginary bear run away. The important thing is that he knows that Mother will miss him and welcome him home.

BEARS' HOUSE, THE
Marilyn Sachs. Doubleday, 1971. (Real. Fic. 4-6)

Fran Ellen escapes the trials of ridicule and deplorable home conditions by the fantasy world of the doll-house in her fourth-grade classroom.

(The neglect and deteriorating home life may be depressing to some young readers unless discussion and response are included.) The open-ended novel leaves one feeling that social and institutional laws will help.

CHILD WHO LIVED ON THE FERRIS WHEEL, THE
Louise Moeri. Dutton, 1979. (Real. Fic. 4-6)

Set during World War II, this strong highly readable story deals with the theme of child abuse from a father.

CITY, SING FOR ME: A COUNTRY CHILD MOVES TO THE CITY
Jane Jacobson. illus. Amy Rowen. Human Sciences Press, 1979. (Pic. P-3)

A story of a child who is uprooted from her rural existence and taken to a threatening urban home.

Discussion:

What would be some of the threatening things that she would face?
Have you ever faced any changes such as this little girl?
How can she/you become accustomed to new things and surroundings?

CORA COPYCAT

Helen Lester. Dutton, 1979. (Pic. P-3)

Whatever anyone said Cora copied, until she drove everyone out of the house and was left alone with the Wild Woolly Wurgal.

A humorous account that could help children laugh at their own tattling, mimicing of each other.

DROP DEAD

Julia Cunningham. illus. James Spanfeller. Pantheon, 1965. (Fic. 4-8)

This is a highly symbolic story of a boy who leaves an orphanage to become an apprentice to a ladder maker. He discovers that he is indeed a prisoner and escapes through a powerful adventure.

FACTS AND FANTASIES ABOUT DRUGS

Gilbert Wrina and Shirley Schwarzrock. American Guidance Service, 1971. (Non-F. 4-8)

This book informs teen-agers about the legal, personal and physical risks of drug use. Besides surveys of public schools there are facts about drugs, drug abuse and drug addiction. The publication date will limit this somewhat but could lead to effective discussion and counseling.

FELITA

Nicholasa Mohr. illus. Ray Cruz. Dial, 1979. (Real. Fic. 4-8)

The Puerto Rican family moved uptown to try and find a better life for the children. But immediately they found that they were not wanted because of their different surname and dark skin.

This is a story of social caste and cliques and a family who tries to fight the ranks of the social ladder, but are defeated.

This is a good story to read to groups where social awareness is obvious and diversified groups are schooled together.

Quote: "Whether we are born in Puerto Rico or here we are all citizens of the U.S."

Discussion:

Prejudice (racial/social), fairness, rights, friendships.

FOLLOW MY LEADER

James B. Garfield. illus. Robert Freiner. Viking, 1957. (Real. Fic. 4-7)

Story of how an eleven-year-old boy becomes blind and how he copes with life through the eyes of a dog, Leader.

Discussion:

What was the hardest decision for each boy--the blind one and the one who is responsible for his condition?

Extensions:

Use a sheet of braille and try to read. Talk about the "handicaps" and special "senses" of people you know.

GENTLEHANDS

M.E. Kerr. Harper, 1978. (Fic. 6-8)

When Buddy begins dating an older and wealthy girl trouble begins with his family. He moves in with Grandpa but is shattered when his grandfather is accused of being a brutal officer in a German concentration camp, responsible for the deaths of hundreds of Jews during World War II.

GREAT GILLY HOPKINS, THE

Katherine Paterson. Crowell, 1978. (Fic. 4-8)

Gilly is known as a enfant terrible. Not only is she a foster child but one that thinks that her abandonment by a "flower-child" mother will only be temporary. When she goes to live with Maime Trotter she is notoriously naughty, as she is in school. She finds out too late that the house and Mrs. Trotter are a haven of love and wisdom.

HANSEL AND GRETEL

Trans. Charles Scribner, Jr. illus. Adrienne Adams. Scribner, 1975. (Trad. P-3)

Hansel and Gretel are sent into the woods by a wicked step-mother and are met by a wicked witch who captures them. In this version there is a happy reunion with their father.

Discussion:

What are the family and social conflicts?
How are they resolved?
How are the step-mother and the witch alike? Different?
Could they be the same person?

HAPPY OWLS, THE

Celestino Piatti. Atheneum, 1964. (Pic. P-3)

A story of barnyard peace and happiness that probably can be interpreted by children well. The two owls have much advice that is mocked by the other barnyard characters.

HOW TO TURN WAR INTO PEACE: A CHILD'S GUIDE TO CONFLICT RESOLUTION

Louise Armstrong. illus. Bill Basso. Harcourt, 1979. (Pic. K-up)

A humorous book designed to assist young children understand the adult concept of war and peace. Terms such as allies, shuttle diplomacy, negotiations and disarmament are explained in simple language and childhood situations.

ISLAND OF THE BLUE DOLPHINS

Scott O'Dell. Houghton, 1960. (Real. Fic. 4-8)

Karana is left on the island, Saint Nicholas, alone for eighteen years. She teaches herself to build shelters, hunt for food and make weapons, all of which are forbidden women's tasks in her culture.

I HAVE FEELINGS TOO

Terry Berger. illus. (photos) Michael Ach. Human Sciences Press, 1979. (Non-F. P-3)

Readers are led into a myriad of feelings that a young girl encounters in response to her own needs and those of friends and family.

J.D.

Marie Evans. illus. Jerry Pinkney. Doubleday, 1973. (Fic. 4-8)

This is a group of four stories about a black child, his hopes and dreams. It tells of wishes, poverty, drugs, bullies and the trials of being in a central-city setting.

JENNY'S CAT

Miska Miles. illus. Wendy Watson. Dutton, 1979. (Pic. K-3)

Jenny hated it when her father was away. When the cat came Jenny promised it would be no trouble but she found out it was going to have kittens and she ran away from home to save her.

Discussion:

Alternatives for Jenny.

JUVENILE JUSTICE

Willard Heapes. Seabury, 1974. (Non-F. 6-8)

The number of juveniles arrested for crimes has risen to more than two million annually. The kinds of crimes, the justice system for juveniles and the kinds of sentences are discussed.

Activity:

Compare the findings of this book with the statistics from the county/city where you live. Make charts and graphs showing the comparisons.

KNOCK, KNOCK, WHO'S THERE?

Elizabeth Winthrop. Holiday, 1978. (Real. Fic. 6-8)

Two boys face the devastation of their father's death as well as the change that comes across from their mother; isolating herself and turning to alcohol. The novel also proves the crippling effect of social prejudice between Beacon Hill Protestant Yankee and Bunker Hill Irish Catholic. A story of survival in the city.

LITTLE BLUE AND LITTLE YELLOW

Leo Lionni. Astor-Honor, 1959. (Pic. P-3)

Abstract collage figures represent the characters; one of which is rejected because it is different.

Since there is much abstraction and no narration, the children could make the dialogue and conflict resolution.

Activity:

Design other abstractions to represent "prejudice", "power", "democratic participation."

MAGICIAN, THE

Sol Stein. Delacorte, 1971. (Fic. 6-8)

Ed Japhet is attacked after a high-school prom where he performed as a magician. Herk, the attacker is found not guilty. Ed then in self-defense hits Herk and breaks his nose, ultimately killing him. The discussion from a class can begin with rights, fairness but will probably turn to laws and social imperatives. A powerful book.

MATTHEW, MARK, LUKE, AND JOHN

Pearl Sydenstricker Buck. illus. Manoru Funai. John Day Co., 1966. (Real. Fic. 4-7)

Matthew lives in Korea, an eleven-year-old, half-Korean, half-American orphan. He is an outcast because of his "lack of nationality." His home under a deserted bridge is soon filled with three other half-American children.

Author's concern for illegitimate children in Asia is apparent.

MILLIONS OF CATS

Wanda Gag. Coward, 1938. (Pic. P-3)

A little old man and woman wanted a cat for their family. When the old man brings to the house hundreds, thousands and trillions of cats, one bedraggled kitten survives the melee caused by the pride and jealousy of the others.

Discussion:
  Why did the little kitten hide when the other cats started to fight?
  What made the little kitten the most beautiful cat in the world?
Other uses:
  Role playing.
  Comparison of "ugly duckling".
  Drama.
  Write a sequel.

MY NAME IS EMILY

Morse and Emily Hamilton. illus. Jeni Oliver. Greenwillow, 1979. (Pic. P-3)

When Emily returns from "running away" her own father doesn't seem to recognize her. This is a delightful story of a little girl who is jealous of a new baby and is restored to the security of the family.

This would be a good book to role play with children or use in dramatics, puppetry, etc., to work out feelings of fears of alienation.

NOBODY ASKED ME IF A WANTED A BABY SISTER

Martha Alexander. Dial, 1971. (Pic. P-3)

Sibling rivalry is evident when Oliver decides to give his new baby sister away.

This would be a good book for role-play and spontaneous dramatics.

LONERS: SHORT STORIES ABOUT THE YOUNG AND ALIENATED, THE

L.M. Schulman, ed. Macmillan, 1970. (Anth. 5-7)

The stories in this collection deal with those aspects of the human condition that relate specifically to the young and alienated-disillusionment, anger, rebellion and loneliness.

OUTSIDERS, THE

S.E. Hinton. Dell, 1967. (Real. Fic. 5-8)

Struggle for survival by "outsiders" in the teen world. A book to lead young readers into debate regarding social classes/rights/responsibilities, social power.

PEGGY'S NEW BROTHER

Eleanor Schick. Macmillan, 1970. (Pic. P-2)

A story that should be helpful to children who feel left out when they get a new brother or sister.

PIGMAN, THE

Paul Zindel. Dell, 1968. (Real. Fic. 6-8)

Two lonely teenagers befriend a lonely old man with tragic results. A good book for class discussion regarding fairness and responsibility.

PINBALLS, THE

Betsy Byars. Harper, 1977. (Real. 5-8)

When three children are put into a new foster home they find companionships while each retain their individuality; Harvey in a wheelchair since his father ran over him; Thomas J. an abandoned child and Carlie, a rude and abused teenager. It is Carlie that calls them all pinballs... "Somebody put in a dime and punched a button and out we came, ready or not, and settled in the same groove." A heart-warming story, well written.

POT WHAT IT IS, WHAT IT DOES

Ann Tobias. illus. Tom Huffman. Greenwillow, 1979.
(Non-F. K+)

A factual book about the narcotics so prevalent in the lives of children. No value statements are given except the caution about what scientists say and the requirements of law, "Know the facts and you will know what to say when someone offers you a joint!"

Written simply with cartoon-type pictures. This would be informative and not "preachy."

ROLL OF THUNDER, HEAR MY CRY

Mildred D. Taylor. Bantam, 1976. (Real. Fic. 4-8)

Cassie and her brothers must walk to school, while the white children have a bus to ride. This and other prejudices make it hard for her to cope with the society's double standard. A story of the South's struggle to integrate.

SADAKO AND THE THOUSAND PAPER CRANES

Eleanor Coerr. illus. Ronald Himler. Putnam's, 1977.
(Biog. 4-8)

Sadako was an athletic lively twelve-year-old girl who contacted leukemia or "atom bomb disease." She attempts to fold one-thousand paper cranes in order that the god might restore her health but failed before her death in 1955.

Other stories of Sadako:

"Anne Frank of Hiroshima," HORNBOOK, April, 1963.
DAY OF THE BOMB, THE. K. Bruckner.
RETURN TO HIROSHIMA. B. Lofton.

SCRAM KID!

Ann McGovern. illus. Nola Langner. Viking, 1974. (Pic. K-3)

Joe tries to deal with the dictum "Scram!" everytime he tries to enter a game.

Children can relate to the isolate who is left out of social functions.

SECRET BOX, THE

Joanna Cole. illus. Joan Sandin. Morrow, 1971. (Pic. K-3)

Anna Marie has a secret box that she keeps things in that are especially pretty. She takes a pencil from the teacher and a ring from a girl in her class. When the girl cries because she has lost the ring Anna Marie returns it. The reader is made to believe that she has learned her lesson and this is done without a lot of moral lessons.

Discussion:

How does it make you feel when you know someone has taken something of yours?
Did Anna Marie do enough by just returning the ring?
What do you think she will do next time she is tempted to take something?

SHADOW OF A BULL

Maia Wojchiechowska. illus. Alvin Smith. Atheneum, 1964.
(Real. Fic. 5-8)

A young Spanish boy encounters two dilemma: his own view of himself (he thinks he's a coward) and society's expectations of him (they expect him to become a famous bullfighter like his father). Advice comes: "Be what you are and if you don't yet know what you are, wait until you do."

Discussion:

Social expectations, freedom of choice.

SNOW WHITE

Trans. Randall Jarrell. illus. Nancy Ekhom Burkert. Farrar, 1972. (Trad. P-3)

Snow White is sent away from the castle by a wicked step-mother because of her beauty. She is befriended by dwarfs and later put a curse on by the wicked woman.

Discussion:

What were the conflicts in the story and relationships that existed between different characters?
How were these resolved?
Were each of the resolutions fair?

SOUNDER

William H. Armstrong. Harper and Row, 1969. (Real. Fic. 5-8)

The story of a Black family's problems with survival in the Deep South.

Use with: "Roll of Thunder, Hear My Cry" for discussion of ethnic diversity, prejudice and civil rights movement.

TASTE OF BLACKBERRIES

Doris Buchanan Smith. illus. Charles Robinson. Crowell, 1973. (Real. Fic. 4-7)

Everyone agreed Jamie was special, even when he exasperated them by showing off. No one, least of all his best friend, dreamed that Jamie's exuberance and a harmless prank could end in sudden tragedy.

Discussion:

Difference between "pranks" that are fun vs. harmful.

Activity:

Many interdisciplinary projects could follow: research on bees, timelines, stained glass windows.

TIME TO BE HUMAN, A

John Howard Griffin. illus. with photographs. Macmillan, 1977. (Biog. 6-8)

The author of BLACK LIKE ME, points out the dehumanizing factors in prejudice. Easy to read.

TO THE TUNE OF A HICTORY STICK

Robbie Branscum. Doubleday, 1978. (Real. Fic. 4-8)

An orphan story of two children mistreated by a conniving aunt and uncle. The two find refuge with a senile man and hide in an abandoned schoolhouse during the fall and winter. A story of children triumphing over adversity written in first-person.

TWO HOMES TO LIVE IN

Barbara Shook Hazen. illus. Peggy Luks. Human Sciences Press, 1979. (Pic. P-4)

This is a child-eye view of divorce and the misunderstandings and an especially sensitive handling of the guilt that some feel that they caused the separation.

This would be especially helpful for communication between parent and child.

WHEN THE NEW BABY COMES, I'M MOVING OUT

Martha Alexander. Dial, 1979. (Real. Fic. P-2)

Oliver is angry because his mother has little lap these days and his old high chair and crib are being re-painted for a new baby. He is afraid there will be little room left for him.

Companion: NOBODY ASKED ME IF I WANTED A BABY SISTER

Unit Approach:

REJECTION/LONELINESS

Every child needs to have love in its life--to love someone and to have someone love in return. The family unit is and should be the mainstay for that affection and acceptance but often children exist in a world where that is not freely given and relationships become "tight" and strained. Too often children feel a total lack of love; consider themselves rejected and lonely. Dr. Raymond Gayle says that, "In our society the thwarting of these love needs is the most commonly found core in case of maladjustment and more severe psychopathology."

Literature can provide children who are deprived an understanding about giving and receiving through characters that portray secure relationships in society. To all readers empathy and sensitivity is brought out through literature where acceptance is the main theme.

The following books portray the protagonist or other characters in roles where they feel lonely and rejected. Each one has a course of action that leads to resolution or at least hope for finding purpose in life.

Younger children:

CROW BOY
Tara Yashima. Viking, 1955.

FELITA
Nicholasa Mohr. illus. Ray Cruz. Dial, 1979.

GRAY-NOSE KITTEN, THE
Miriam Mason. Houghton.

HAPPY OWLS, THE
C. Piatti. Atheneum, 1964.

HUNDRED DRESSES, THE
Eleanor Estes. illus. Louis Slobodkin. Harcourt, 1944.

I HAVE FEELINGS, TOO
Terry Berger. illus. (photos) Michael Ach. Human Sciences Press, 1979.

LIGHT IN THE FOREST
C. Richter. Bantam, 1963.

LONESOME LITTLE COLT
C.W. Anderson. Macmillan, 1961.

NILS
Engri and Edgar D'Aulaire. Doubleday,

SCRAM KID!
Ann McGovern. illus. Nola Langner. Viking, 1974.

SHADOW OF A BULL
Maia Wojchiechowska. illus. Alvin Smith. Antheneum, 1964.

SINGLE LIGHT, A
Maia Wojchiechowska. Harper, 1968.

SNOW WHITE
Trans. Randall Jarrell. illus. Nancy Ekhom Burket. Farrar, 1972.

SOUNDER
William H. Armstrong. Harper, 1969.

SPOTTY
Hans Rey. Harper, n.d.

UGLY DUCKLING, THE
Hans Christian Andersen. Abelard, 1972.

Enrichment Activities:

Write diary entries of a rejected or alone person. Reference may be to Karana in ISLAND OF THE BLUE DOLPHINS or Harriet in HARRIET THE SPY or Ishi in ISHI, LAST OF HIS TRIBE.

Write a lonely or sad experience with narrative and dialogue. Detail it with visual expressions such as longings (places they'd rather be) and wishes (what if....).

Write prayers of a rejected or lonely person. Use the style from PRAYERS FROM THE ARK, Carmen Vernos de Gasztold, Viking,

Make a mobile of the characters in a novel where loneliness exists; example, ONION JOHN or AND NOW MIGUEL, by Krumgold.

Listen for songs that tell about loneliness. Write a new verse.

Classify colors from happy to lonely, accepted to rejected.

Write character sketches of members of a gang or ones not thoroughly explored; for example, the girls in THE HUNDRED DRESSES, or a comparison of the men in THE LIGHT IN THE FOREST.

Role play imaginary conversations between True Son and the Butlers in THE LIGHT IN THE FOREST or between the girls in THE HUNDRED DRESSES.

Father Fallardo's receiving the Pearl of Heaven for the Madonna is an episode in THE BLACK PEARL by Scott O'Dell. Write a hymn or listen to sacred music as this part of the story is read.

Make a "You Were There" show to record a scene from a novel about rejection, loneliness, etc.

Unit Approach:

WAR

The media presents war in such a way that children and young readers view it as festive, exciting and glorified. The military parade and the adventure connected with the combat is highlighted to the point that children often ask if being in the war was fun!

Toys and games that are fashioned about and around combat strategies and are used for play and leisure leaving little resemblance to the pain and suffering of the actual victims of war.

> "Comic books, which in depicting war time experiences have in time of peace reveled in...spelled out, pictured, and glorified...violence, cruelty, sadism, crime...etc."

Robert W. Haney
Comstockery in America
Beacon Hill Press, 1960, p. 83.

Children in the formative years are developing values and attitudes that will carry through their lives into decision-making adults. If war is given in only the glorious sense disconnected from the agonies and destruction it actually causes, then it may be a choice too freely made.

Following is a list of books for upper-elementary and junior high readers which gives a realistic view of war. While actually minimizing the gross horrors of combat these books portray the effects of war on people, especially children. A sensitive discussion and rational comparison of these titles and similar experiences could help readers and teachers alike see the war from the prospective of the victim.

ACROSS FIVE APRILS
Irene Hunt.

BLACKMAIL MACHINE, THE
Felice Holman. illus. Victoria de Lanea. Macmillan, 1968.

BOAT TO NOWHERE, A
Maureen C. Wartski. Westminister, 1980.

BORIS
Jaap ter Haar. trans. Martha Mearns. illus. Rien Poortvliet. Delacorte, 1969.

BOY WHO COULD SING PICTURE, THE
Seymour Leichman. Doubleday, 1968.

CHILD IN PRISON CAMP, A
Shuzuye Takashima. Morrow, 1974.

CHILDREN OF VIETNAM
Betty Jean Lefton and T. Fox. Atheneum, 1972.

CROSS FIRE: A VIETNAM NOVEL
Gail Graham. illus. David Stone Martin. Pantheon, 1972.

DAWN OF FEAR
Susan Cooper. illus. Margery Gill. Harcourt, 1970.

DAY OF THE BOMB, THE
Karl Bruckner. trans. Francis Lobb. Van Nostrand, 1962.

DEVIL IN VIENNA, THE
D. Orgel. Dial, 1978.

FRIEDRICH
Hans Peter Richter. trans. E. Kroll. Holt, 1970.

HOW MANY MILES TO BABYLON?
Jennifer Johnston. Doubleday, 1974.

HOW THE CHILDREN STOPPED THE WARS
Jan Wahl. illus. Mitchell Miller. Farrar, 1969.

I AM FIFTEEN AND I DON'T WANT TO DIE
Christine Arnothy.

I NEVER SAW ANOTHER BUTTERFLY: CHILDREN'S DRAWINGS AND POEMS FROM THERESIENSTADT CONCENTRATION CAMP (1942-1944)
McGraw, 1964.

JOURNEY TO TOPAZ: A STORY OF THE JAPANESE-AMERICAN EVACUATION
Ucida Yoshiko.

LAST KNIFE, THE
Annabel and Edgar Johnson. Simon and Schuster, 1971.

LITTLE FISHES, THE
Eric Christian Haugaard. Houghton, 1968.

MAN IN THE BOX: A STORY FROM VIETNAM, THE
Mary L. Dunn. Dell, 1975.

MY BROTHER SAM IS DEAD
J. Collier. Four Winds, 1974.

MY ENEMY, MY BROTHER
James Forman.

RETURN TO HIROSHIMA
Betty Jean Lifton. Photos. Eikoh Hosie. Atheneum, 1970.

RING THE JUDAS BELL
James Forman. Farrar, 1965.

ROAD FROM HOME
David Kherdian. Greenwillow, 1979.

SINGING TREE, THE
Kate Seredy.

SHOES FROM YANG SAN VALLEY, THE
Kim Yonk Ik. illus. Park Minja. Doubleday, 1970.

SUMMER OF MY GERMAN SOLDIER
B. Greene. Dial, 1973.

TILL THE BREAK OF DAY
Maia Wojciechowska. Crowell, 1972.

WAR: AN ANTHOLOGY
Edward Huberman and Elizabeth Huberman, eds. Washington Square Press, 1979. (Poems, short stories, essays)

WHEN HITLER STOLE PINK RABBIT
Judith Kerr. Coward, 1972.

Poetry:

BRIGHT RED PORCUPINE, THE
Tony Cavin. Harlin Quist, 1969.

"Fantasia"
Eve Merriam. FINDING A POEM. Atheneum, 1970.

"My Sweet Old Etcetera"
e.e. cummings. Richard Peck, ed. SOUNDS AND SILENCES: POETRY FOR NOW. Dell, 1970.

PANTHER AND THE LASH, THE
Langston Hughs. Knopf, 1967.

REAL TIN FLOWER, THE
Aliki Barnstone. Crowell, 1968.

"Sonnett-Ballad, The"
Richard Peck, ed. SOUNDS AND SILENCES: POETRY FOR NOW. Dell, 1970.

"Where Have All the Flowers Gone?
Ibid.

"World's Coming to an End, The"
Virginia Olsen Baron, ed. HERE I AM! AN ANTHOLOGY OF POEMS WRITTEN BY YOUNG PEOPLE IN SOME OF AMERICA'S MINORITY GROUPS. Dutton, 1969.

References:

CENTER FOR TEACHING ABOUT PEACE AND WAR

The Center, affiliated with Wayne State University, conducts research and develops materials concerning war/peace studies.

Ref: Lillian Genser
Center for Teaching about Peace and War
Wayne State University
5229 Cass Avenue
Detroit, MI 48202

WAR/PEACE FILM GUIDE, THE
Lucy Dougall. WORLD WITHOUT WAR PUBLICATIONS. 7245 Merrill Ave. Chicago, IL 60649.

2. Social Changes:
   change in interpersonal relationships
   separations: death, divorce
   change in community: urbanization, industrialization, enculturation

ABNER'S CABIN
Alf Ever. Watts, 1957. (Pic. K-3)

The history of a little country house and how it changes with increasing urbanization up to the present day. Just as the house is about to be torn down to make way for a new highway, someone recalls its earlier tradition and the town decides to make it a part of the town's museum.

Compare with THE LITTLE HOUSE.

ALAN AND THE ANIMAL KINGDOM
Isabelle Holland. Dell (P.B.), 1979. (Real. Fic. 4-6)

Alan, a twelve-year-old orphan finally finds happiness with his Aunt and a set of animals only to have her die and leave him with loneliness and fear for the safety of his pets.

CHANGING CITY, THE/CHANGING COUNTRYSIDE, THE
Jorg. Muller. Atheneum, 1977. (Non-F. 5-8)

A portfolio of fold-out illustrations depicting the changes in a city as it is portrayed from 1953 to 1976--commercialism, industrialism, etc.

The companion expresses the changes in a farming community as its turned into a suburb.

Although the portrayal is Germany, impact is universal.

CHILD OF THE OWL
Laurence Yep. Harper, 1977. (Real. 5-8)

A story of life in San Francisco's Chinatown before immigration rules in 1965. Deals with the folklore and superstitions of the people and the changing ways of the Chinese people in this country.

DEVIL IN VIENNA, THE
Doris Orgel. Dial, 1978. (Real. Fic. 4-8)

A strong friendship exists between two girls, one Jewish and the other Catholic. During the Nazi infiltration of Vienna they face the mandate by each family to not see each other. A touching story of caring but overall the threat of war regulation and authority.

DON'T FORGET TO COME BACK
Robie Harris. Knopf, 1978. (Pic. K-3)

Young Annie reacts to the idea of a babysitter as if she's being permanently abandoned.

Would be a good book to help children deal with a new babysitter, separation for short times, etc.

FAMILY SECRETS: FIVE VERY IMPORTANT STORIES
Susan Shreve. illus. Richard Duffari. Knopf, 1980.
(Fic. 3-6)

These stories are appropriate for middle-grade readers who want realistic fiction about their own lives. Especially good for classroom and family dialogue.

FRIENDS ARE LIKE THAT! STORIES TO READ TO YOURSELF
Selected by the Child Study Children's Book Committee, Bank Street.
illus. Leigh Grant. Crowell, 1979. (Anth. 4-6)

Ten memorable stories about many different kinds of friendships especially selected by the Child Study Committee with outstanding writers such as Natalie Carlson, James Flora, Eloise Greenfield, Carolyn Haywood and Charlotte Zolotow. Short and easy to read, they form an anthology rich in experiences that young readers will recognize as their own.

Others selected by this same council: FAMILIES ARE LIKE THAT! and COURAGE TO ADVENTURE.

GROVER
Vera and Bill Cleaver. illus. F. Marvin. Lippincott, 1970.
(Real. Fic. 4-6)

This is the story of Grover's attempt to deal with the changes that death made in his life. Through those attempts, he learned that real friends must share both the good and the bad.

HANNAH
Joanna Stubbs. Dutton, 1979. (Pic. P-3)

Hannah finds a magic feather and turns her family into animals. It's fun for awhile but before long she is searching for the feather again hoping she can reverse the magic.

Compare with THE MAGIC FINGER, Ronald Dahl.

HOWIE HELPS HIMSELF
Joan Fassler. Whitman, 1975. (Real. Fic. 1-4)

Howie is determined to negotiate on his own with a wheelchair, despite his handicap of cerebral palsy. Will help children understand humaneness of all people, whether handicapped or not.

ISHI, LAST OF HIS TRIBE
Theodora Kroeber. illus. Ruth Robbins. Parnassus, 1964.
(Real. Fic. 5-8)

The story of the remnants of the Yahi tribe in Northern California, the last survivors of attacks from white settlers.

IT'S NOT FAIR

Robyn Supraner. illus. Randall Enos. Warne, 1976. (Pic. P-3)

This story tells of a person who feels sorry for himself because he has more responsibility and more expected of him than a smaller brother.

Discussion:

What duties/responsibilities do you have in your family?
How are these assigned in your family; age? size? equal among family members?

IT'S NOT THE END OF THE WORLD

Judy Blume. Bantam, 1972. (Real. Fic. 4-6)

Explores the feelings and questions facing children as parents go through divorce.

JILL THE PILL

Julie Castiglia. illus. Steven Kellogg. Atheneum, 1979. (Pic. K-3)

Patrick doesn't think his older sister allows him equal rights. This story is an amusing description of life under the thumb of an older sibling.

JULIE OF THE WOLVES

Jean Craighead George. Harper and Row, 1972. (Real. Fic. 5-8)

A story of an Eskimo girl who longs for the survival of venerable Eskimo customs and resents the enroachments of modern American culture into her life.

KING'S TROUSERS, THE

Robert Kraus. illus. J.C. Suares. Dutton, 1979. (Pic. P-3)

When the King's subjects find that he is no different from everybody else and puts his pants on, one leg at a time, they try to de-throne him. He experiments with different methods of getting dressed but discovers a new royal rainment.

Discussion:

Character traits, "it's okay to be the same..."

LITTLE HOUSE, THE

Virginia Lee Burton. Houghton, 1942. (Pic. K-3)

A little house is lost in the urbanization of a city. It is moved to a rural setting and again sees the explosion of people and things around it.

Compare and discuss with ABNER'S CABIN, Alf Ever, and AFTER THE GOAT MAN, Byars.

This is a place that children can become aware of urbanization, protection agencies for historic buildings, etc. Read these and discuss in terms of relevant issues appearing in local papers and national decisions.

MIKE MULLIGAN AND HIS STEAM SHOVEL

Virginia Lee Burton. Houghton, 1939. (Pic. K-3)

The story of an old-fashioned steam shovel finding a useful occupation when more modern engines have replaced it.

Use and compare with SOO LING FINDS A WAY where a hand laundry is being replaced with a laundromat.

Collect pictures and discuss the mechanical changes in our environment over the last few years; railroads, planes, transistors.

MONTH OF SUNDAYS, A

Rose Blue. illus. Ted Lewin. Watts, 1973. (Real. Fic. K-3)

When ten-year-old Jeffrey's parents decided to get a divorce he found it very difficult to deal with it. He carried the guilt because the divorce came when he was away at camp and he had little in-put. A good book for children who carry the feeling of blame for a separated home.

MY GRANDPA DIED TODAY

Joan Fassler, Ph.D. illus. Steward Kranz. Human Sciences Press, 1979. (Pic. P-6)

Death is a difficult subject especially when there has been a closeness between the two people involved. A small boy is shown in dealing with the loss of a favorite grandparent. Written with much sensitivity.

MY MOM GOT A JOB

Lucia B. Smith. illus. C. Christina Johanson. Holt, n.d. (Pic. P-3)

A little girl talks about the changes in her family's life since Mom went to work.

Discussion:

Changing role of family members when mother works.

MY MOTHER AND I

Aileen Fisher. illus. Kazue Mizumura. Crowell, 1967. (Pic. K-3)

A little girl's mother leaves suddenly to take care of her sick mother. During her absence the child shares her concerns with many small creatures.

MY TWIN SISTER, ERIKA

Ilse-Margret Vogel. Harper, 1976. (Pic. P-3)

The problem of childhood rivalry and jealousy, exasperated by questions of self-identity which plagues identical twins, is a universal question.

A good book with discovery of self and sibling rivalry, whether twins or not.

NEW FRIEND, THE

Charlotte Zolotow. illus. Arvis L. Stewart. Abelard Schuman, 1973. (Pic. P-3)

A little girl remembers all she does with her very special friend, until one day the friend is no longer there. A story of disappointment but hope as a child resolves a situation to find a new friend for herself.

Discussion:

What can "special friends" and you do together?
Are you a "special friend" to someone?
What things make friends special?

NEW MOTHER FOR MARTHA, A

Phyllis Green. illus. Peggy Luks. Human Sciences Press, 1979. (Pic. 2-4)

A young girl learns to cope with the traumatic death of her mother and the subsequent remarriage of her father. Initially she is unable to accept the new mother and later through sensitive parents she learns to be happy.

Discussion:

Feelings of father, step-mother and Martha, the young girl.
How are the feelings resolved?
Are there any other ways to help a person be accepted?
Can you love more than one "mother?" In what ways?

NONNA

Jennifer Bartoli. illus. Joan E. Drescher. Harvey House, 1975. (Pic. P-3)

The story of the death of a grandmother. But also realities of separation, going on living, treasuring memories of a loved one, etc.

PLANET OF JUNIOR BROWN, THE

Virginia Hamilton. Macmillan, 1971. (Real. Fic. 5-8)

Junior Brown, an over-protected 300 pounder is like a "cry for help!" Buddy Clark, a homeless tough-minded child of the streets lives by his wits. This is a story of the two and the saving of the children of the streets. A powerful book with interesting analogies between the boys and the lives that they lead.

SOMEBODY'S ELSE'S CHILD

Robert Silman. Warne, 1975. (Fic. K-3)

Questions and feelings surrounding the adoption of a child. The feelings of an adopted child's parents are explored as well.

SOME OF THE DAYS OF EVERETT ANDERSON

Lucille Clifton. illus. Evaline Ness. Holt, 1970. (Pic. P-3)

Everett Anderson is any child who has ever played in the rain, been afraid of the dark or wondered about the stars or felt, "Daddy's back is broad and black and Everett Anderson loves to ride it."

STORIES FROM INSIDE/OUT

Adapted from National Instructional Television. Bantam (P.B.), 1974. (Anth. 1-8)

A collection of eight stories about such subjects as sibling rivalry, prejudice, death and the dates that children feel compeled to make.

TIGHT TIMES

Barbara Shook Hazen. illus. Trina Schart Hyman. Viking, 1979. (Pic. P-3)

Through a little boy's eyes "tight times" are explained. He associates it with not being able to have a dog. In reality the times are not good for this contemporary family; father loses a job and mother is a sole support. Many feelings are dealt with; tears, fears and crises.

TROUBLE WITH THIRTEEN, THE

Betty Miles. Knopf, 1979. (Real. Fic. 4-8)

Annie and her best friend, Rachel, wish they would stay 12 forever; everything seems perfect. But unexpected changes begin pulling them apart just when they need each other most. An excellent book for the 10-13 year-old.

WHAT EVER HAPPENED TO THE BAXTER PLACE?

Pat Ross. illus. Roger Duviosin. Pantheon, 1976. (Pic. K-4)

An illustrated urbanization of a rural area/home. Discussion could follow of the values of such projects, disasters, etc.

Compare with THE LITTLE HOUSE, V. Burton.

WHEN THE CITY STOPPED

Joan Phipson. Atheneum, 1978. (Real. Fic. 5-8)

A frightening story of the disintegration of a city in time of crisis. All facilities cease to function and two children flee to the country and safety. As the city is re-established the children return and witness the recuperating.

WHERE DID MY MOTHER GO?

Edna Mitchell Preston. Four Winds, 1978. (Pic. P-3)

Little cat searches everywhere for his mother, convinced she is lost and cannot find her way home. Colorful illustrations help a young child deal with fear of being left alone.

A good book for parents who have to have children go home to "an empty house."

Unit Approach:

RUN AWAYS

It is a known fact that a million boys and girls run away from home each year. While some of these runaways are to escape or to seek adventure, others are sending out pleas of help or attention from this overt action. But running away is only a glamorous illusion. To many children the dilemma of being "on one's own" is not a safe place to be, physically, psychologically or socially. There are continuous threats of kidnapping, drug abuse, prostitution and other social imperatives and injustices that threaten life and clear-headed decisions. To some runaways there are hotlines and shelters. To others these alternatives are not known.

Literature for children, both in fiction and informational materials can provide valuable sources of discussion as well as assistance in making the decision to run or not. Too, troubled children will be more clearly able to emphathize with the accounts of these young people and gain some insights into one of today's biggest social problems facing their lives.

AND MY MEAN OLD MOTHER WILL BE SORRY, BLACKBOARD BEAR
Martha Alexander. Dial, 1972. (Pic. P-3)

FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER
E.L. Kongisburg. Atheneum, 1967. (Fic. 4-8)

JENNY'S CAT
Miska Miles. illus. Wendy Watson. Dutton, 1979. (Pic. P-3)

JULIE OF THE WOLVES
Jean Craighead George. Harper and Row, 1972. (Fic. 5-8)

LAW AND YOU, THE
Elinor Swiger. Bobbs-Merrill, 1973. (Non-F. 4-8)

MY FRIEND WANTS TO RUN AWAY
Margaret Hyde. McGraw-Hill, 1979. (Non-F. 4-8)

YOU GIVE ME A PAIN, ELAINE
Stella Pevsner. Seabury, 1979. (Fic. 5-8)

3. Personal Change and Adjustment: Growth and Development, Ageism

BEAR'S HEART: SCENES FROM THE LIFE OF A CHEYENNE ARTIST OF ONE HUNDRED YEARS AGO WITH PICTURES BY HIMSELF

Burton Supree, with Ann Ross. Lippincott, 1977. (Real. Fic. 5-8)

The imprisonment of a Cheyenne tribesman at Fort Marion, Florida, his release from prison, his education and his eventual return to his tribe.

BOOK OF THINK: (OR HOW TO SOLVE A PROBLEM TWICE YOUR SIZE), THE

Marilyn Burns. illus. Martha Weston. Yolla Bolly Press, 1976. (Non-F. 3-6)

A schema to help children problem solve. Topics are: "Getting Out of Your Own Way," "Knowing a Problem When You See It" and "Brain Push Ups." One of the Brown Paper School series.

FIRST DAY OF SCHOOL

Bill Bensen. Doubleday, 1972. (Pic. P-2)

Photographs illustrate the first day of kindergarten with its fears and fun. Gives positive view of school.

GLUE FINGERS

Matt Christopher. Little, Brown, 1975. (Real. Fic. 4-6)

Story of a boy reluctant to play football because he shutters and fears ridicule.

The values in this book could be discussed through looking at the things that each person does well but some less able than others.

GRANDPA

Barbara Borack. illus. Ben Shecter. Harper and Row, 1967. (Pic. K-3)

A warm relationship exists between grandfather and a small girl. Could lead to discussion of older people and their influence in our lives.

HAPPY BIRTHDAY, SAM

Pat Hutchins. Greenwillow, 1978. (Pic. P-3)

A preschooler on his birthday finds he is still too short to reach many of the things he needs to; the sink, the lights and his clothes. A birthday gift answers his need. A good story of reading aloud and discussion.

HANDSOMEST FATHER, THE

Deborah Hautzig. illus. Muriel Batherman. Greenwillow, 1979. (An easy reader.)

Marsha was afraid to have her father come to school on Father's Day. She even faked an illness to miss school.

This would be a good book to help children understand about differences in families--especially parents--and that being ashamed of them can turn into pride.

HOW DOES IT FEEL TO BE OLD?

Norma Farber. illus. Trina Schart Hyman. Dutton, 1979. (Pic. K-3)

A universal question answered with sensitivity, affection. Haunting pictures of the present and past.

LEO THE LATE BLOOMER

Robert Kraus. illus. Jose Aruego. Windmill, 1971. (Pic. P-2)

Leo the tiger cannot do anything right, but his mother has faith that he will "bloom late."

ME BOOK, THE

John E. Johnson. Random House, 1979. (Pic. P)

An ideal first book for a child learning the names of parts of the body.

NO TIME FOR ME

John M. Barrett. illus. Joe Servello. Human Sciences Press, 1979. (Pic. P-3)

An eight-year-old feels strong emotions because his parents, both lawyers, are too busy for him.

This would be an excellent book for a child with working parents who feels neglected.

A good parent-discussion source.

SON OF SOMEONE FAMOUS

M.E. Kerr. Ballantine, 1975. (Fic. 5-8)

Adam hides from the fame his father gained as a presidential advisor who dates starlets.

SOUND OF DRAGON'S FEET, THE

Alki Zei. trans. Edward Fenton. Dutton, 1979. (Non-F. 4-6)

Life in prerevolutionary Russia was not romantic, it was full of harsh realities. This story is of the pleasures of growing up as the beloved daughter of a dedicated and famous doctor.

TEMPER TANTRUM BOOK, THE

Edna Mitchell Preston. illus. Rainey Bennett. Viking, 1969. (Fant. K-3)

Caricature of animals and anger. Helps children deal with intense feelings.

THRONE FOR SESAME, A

Helen Young. illus. Shirley Hughes. Dutton, 1979. (Pic. P-3)

Only when she was stuck did Sesame realize that she no longer fit into her high chair. She couldn't get out and had to go to school in the chair. At first the sensation was fun and later and novelty wore off. "Accept what you are." Could lead to questions and answers about growing up.

WHAT MAKES ME FEEL THIS WAY?
Eda Le Shan. Macmillan, 1972. (Fic. 3-7)

Nine stories and explanations with various emotions written by a child psychologist.

A book to lead to class discussions on feelings and interpersonal relationships.

Additional Titles on Ageism

Children's Fiction:

AMAZING MISS LAURA, THE
Nila Colman. Morrow, 1976. (Fic. 4-6)

BLACK IS BROWN IS TAN
Arnold Adoff. Harper and Row, 1973. (Poet. 4-6)

CHANGES
Gil Rabin. Harper and Row, 1973. (Fic. 4-8)

FIGURE OF SPEECH, A
Norma Fox Mazer. Delacorte, 1973. (Fic. 6-8)

FIRST SNOW
Helen Coutant. Knopf, 1974. (Fic. 1-3)

GRANDMA DIDN'T WAVE BACK
Rose Blue. Dell, 1972. (Fic. 3 6)

GRANDMA'S GUN
Patricia M. Martinson. Golden Gate Jr. Books, 1968. (Fic. 3-6)

GRANDPA AND ME
Stephanie S. Tolan. Scribner, 1978. (Fic. 4-6)

GRANDPA'S MARIA
Hans-Eric Hallburg. Morrow, 1974. (Fic. 4-6)

GRANDPARENTS AROUND THE WORLD
Dorka Raynor. Whitman, 1977. (Pic. 3-8)

GROWING OLDER
George Ancona. Dutton, 1978. (Pic. 4-7)

HEY, THAT'S MY SOUL YOU'RE STOMPING ON
Barbara Corcoran. Atheneum, 1978. (Fic. 10+)

HUNDRED-PENNY BOX, THE
Virginia Hamilton. Viking, 1976. (Pic. 4-8)

"If I'm Not in My Milk Crate, You Can Find Me in My Phone Booth"
Joan Roth. MS MAGAZINE, 1972, p. 74. (Fic. 6-8)

I LOVE GRAM
Ruth A. Sonneborn. Viking, 1971. (Fic. 3-6)

KEVIN'S GRANDMA
Barbara Williams. Dutton, 1975. (Pic. 1-3)

MARY JO'S GRANDMOTHER
Janice M. Udry. Whitman, 1970. (Pic. 1-3)

MATT'S GRANDFATHER
Max Ludgren. Putnam's 1972. (Pic. 1-3)

QUEEN OF HEARTS
Vera and Bill Cleaver. Lippincott, 1978. (Fic. 3-6)

ROCKING CHAIR REBELLION, THE
Clifford Eth. Houghton, 1978. (Fic. 4-8)

"Sad Song About Greenwich Village, A"
Nancy Larrick, ed. ON CITY STREETS. M. Evans and Co., Inc., 1968, p. 66. (Poet. 4-8)

SECRET LIFE OF T.K. DEARING
Jean Robinson. Seabury, 1973. (Fic. 4-8)

TWO OF THEM, THE
Aliki. Greenwillow, 1979. (Pic. 3-6)

WALKING AWAY
Elizabeth Winthrop. Harper and Row, 1973. (Fic. 4+)

WATCH OUT FOR THE CHICKEN FEET IN YOUR SOUP
Tomi de Paolo. Prentice-Hall, 1974. (Pic. K-4)

WILLIAM'S DOLL
Charlotte Zolotow. Harper and Row, 1972. (Pic. P-3)

Poetry:

"Old Fingers"
Mary O'Neill, ed. In FINGERS ARE ALWAYS BRINGING ME NEWS. Doubleday, 1969, p. 40.

"Old Man"
Richard Lewis, ed. POEMS BY CHILDREN OF THE ENGLISH SPEAKING WORLD. Simon and Schuster, 1966, p. 150.

"Sad Song About Greenwich Village"
Nancy Larrick, ed. ON CITY STREETS. M. Evans and Co., 1968, p. 66.

Questions for Discussion:

1. Who has the responsibility to deal with the aged? Family? Society/Government?
2. What are the legal issues in your community regarding the aged?
3. How does society care for others who can not care for themselves?
4. What laws protect the elderly; for example, Social Security, Medicaid?
5. What are the traditions of ethnic groups regarding roles of elderly people; select stories may be: WATCH OUT FOR THE CHICKEN FEET IN YOUR SOUP, FIRST SNOW, WILLIAM'S DOLL, I LOVE GRAM, BLACK IS BROWN IS TAN, MARY JO'S GRANDMOTHER, THE HUNDRED-PENNY BOX and GRANDMA'S GUN.
6. What does the term senior citizen mean?
   What has society done for the protection, leisure, health of senior citizens?
7. Are apprenticeships with the aged a viable activity? Why? Why not?
8. "Traditionally older folks were institutuionalized and forgotten." Discuss pro's and con's of this statement.
9. "Older people are respected for their experiences, perspectives and wisdom and are an important segment of society." Discuss this statement. Provide literature, life examples, news stories that support or disprove the statement.

Related Material

Short Stories/Articles:

"But It Was Only a Prank..."
READ, 28:4-7, January 17, 1979.

Teacher References:

"Age Changes in Values and Attitudes"
Nathan Kogan and Michael A. Wallach. JOURNAL OF GERONTOLOGY 16, 1961.

"Aged in Young Children's Literature, The"
Phyllis W. Barnum. LANGUAGE ARTS (vol. 54, no. 1). January, 1977, pp. 29-32.

AGING IN AMERICA
Bert Smith. Beacon Press, 1974.

"Attitudes of Young People and Children Toward Adults and the Elderly, The"
T. Hickey and R.A. Kalish. PSYCHOLOGICAL ABSTRACTS 41, 1967.

COMING OF AGE, THE
Simone de Beauvoir. Putnam's, 1972.

"Elderly: Prisoners of Fear, The"
TIME MAGAZINE. November 29, 1976, pp. 21-22.

"If I'm Not in My Milk Crate, You Can Find Me in My Phone Booth"
Joan Roth. MS MAGAZINE, 1972, p. 74.

"Image of Grandparents in Children's Literature, The"
Helen Constant. LANGUAGE ARTS (vol. 54, no. 1). January, 1977, pp. 33-40.

NOBODY EVER DIED OF OLD AGE
Sharon Curtin. Little, 1973.

OLD AGE: THE LAST SEGREGATION
Claire Townsend. Bantam, 1971.

PRE-WHITE HOUSE CONFERENCE ON AGING: SUMMARY OF DEVELOPMENT AND DATA
Washington, D.C.: U.S. Government Printing Office, 1971.

PROPHET, THE
Kahlil Gibran. Knopf, 1923, p. 25.

SACRED TRUST, A
Richard Harris. Pelican Books, 1969.

SENIOR POWER GROWING OLD REBELLIOUSLY
Paul Klayman. S.F. Glide Pub., 1974.

"What Sounds Do I Make When I'm Old? A Hands-On Approach to Ageism" Margo Sorgman, Marilou Sorensen and Marilyn Johnston. SOCIAL EDUCATION (vol. 43, no. 2). February, 1979.

References

CONFLICT/CONFLICT RESOLUTION

ABUSING FAMILY, THE
Blair Justice, Ph.D. and Rita Justice, Ph.D. Human Sciences Press, 1979.

How is the abusing family different from one in which no child abuse occurs? Is every parent capable of abuse? Is more abuse occurring now than ever before? These are a few of the important questions examined in this timely book.

BROKEN TABOO, THE
Blair Justice, Ph.D. and Rita Justice, Ph.D. Human Sciences Press, 1979.

Based on the authors' own study of over 100 actual cases of incest and other research on the subject; what it is, who commits it, why it occurs, what the consequences are and what can be done about the problem.

CHILDREN'S BOOKS FOR TIMES OF STRESS
Ruth Gillis. Indiana University Press, 1978.
Many Areas; sibling rivalry to single parents.

HOW TO FIGHT FAIR WITH YOUR KID...AND WIN!
Luree Nicholson and Laura Torbet. Forward, Dr. George Bach.
Harcourt, 1980.

With Dr. George Bach's principals of "creative aggression" and "fair fighting" as its basis, this extremely practical book and workbook shows families how they can learn a way to handle family tensions and jealousies.

INTERCOM
218 East 18th South. New York, NY 10003.

A journal for those concerned with problems of conflict and change in a global society.

"Peace: Conflict: Classroom Activities and Study Prints"
LEARNING MAGAZINE, September, 1973.

III. AUTHORITY/GOVERNANCE
Sharing of Authority and Governance in Order to Attain Justice

1. Home Authority

AND YOU GIVE ME A PAIN, ELAINE

Stella Pevsner. Seabury, 1978. (Real. Fic. 4-6)

Andrea, a thirteen-year-old resents her older sister Elaine, who resists all parental guidance and ultimately runs away from home. A contemporary story with problems reflective of peer competition and conflict.

An excellent book for class and family discussion on authority/rights.

Discussion questions:

What are the differences between "rights" and "privileges?"
How are rights and responsibilities different or parallel?
How should Elaine be treated by family? School? Social institutions?

I WISH LAURA'S MOMMY WAS MY MOMMY

Barbara Power. illus. Marilyn Hafner. Lippincott, 1979. (Pic. P-3)

When Jennifer's mother goes back to work and Laura's mother agrees to babysit, Jennifer thinks every day will be a treat. But things don't turn out quite as she expected. She finds out that her own mother is pretty special after all.

Discussion:

Do you wish that you could live someplace else? Why?
What things would be different?
Would they in reality always be better?

SUMMER OF MY GERMAN SOLDIER

Bette Greene. Bantam, 1973. (Real. Fic. 5-8)

A young Jewish girl meets and harbors a German P.O.W. during World War II.

Sequel: SUMMER IS A LONG TIME COMING.

Discussion questions:

What is a person's responsibility for aiding the "enemy"?
Was the punishment a just one?
What is a citizen's moral duty in times of war (defense, fighting, support, etc.)?

2. School Behavior and Authority

APPLE AND THE ENVELOPE

Herbert Montgomery. illus. Valdis Kupris. Holt, 1973.
(Fic. 3-8)

All the boys and girls in the class seem to band together to make the new girl, Myra, as uncomfortable as possible. At Valentine's Day they all agree to not give her any, but the boy telling the story does without letting anyone know. When Myra leaves the school, she leaves an apple with a note to the "friend" who left her the Valentine.

Discussion:

Were all the children mean or was there some other reason that everyone was rude to Myra?
Make a guess of why people are mean?
What made the boy give Myra a Valentine?
Why did Mrs. Peters leave the apple and the envelope on her desk to shrivel up?
Myra had to change schools often because of her father's work. What problems does that make for her?
Can moving often be a benefit sometimes? When?

Other experiences:

Make a list of "mean behaviors." List reasons why these behaviors may happen. Try to write an argument against each reason on the list.
Role play these experiences. Write dialogue for the role play.
Write a Part III for the story.
Write the story from Myra's standpoint. From Mrs. Peters' standpoint.

BULLY OF BARKHAM STREET, THE

Mary Stolz. Harper and Row, 1963. (Fic. 3-8)

"Fatso" Martin Hastings is the eleven-year-old bully who causes fights and disgrace at the school assembly.

Discussion:

Is he misunderstood?
Or really a terror to the classmates and teachers?

CAPTIVE THUNDER

Beverly K. Butler. Dodd, 1969. (Fic. 5-8)

A story of school drop outs and the generation gap. The home setting and constant conflict in school causes Nancy to want to run away and marry her boyfriend. This is definitely a plot of character growth and could lead students to discuss what the episodes are that cause her personal change.

CRYSTAL IS THE NEW GIRL

Shirley Gordon. Harper and Row, 1976. (Fic. 2-5)

This is a story of a new member of a class. But the unique thing is the way that the teacher does not forget the other class members to deal with the new student.

Discussion could be about school change and school-related problems.

DROP-OUT

Jeannette Hyde Eyerly. Lippincott, 1963. (Real. Fic. 5-8)

This is a sobering book about the obstacles confronting teen-agers who drop out of school before they are prepared to face the commercial world. Mitch and Bonnie develop a fine friendship which is hindered by home and school difficulties. Some realistic parts are the job hunting and the decisions that they face by making premature moves to leave school and marry.

FAMILY SECRETS: FIVE VERY IMPORTANT STORIES

Susan Shreve. illus. Richard Cuffari. Knopf, 1979. (Real. Fic. 4-6)

Short stories for younger readers dealing with difficult and relevant situations--death of a pet, divorce, suicide, grandparent's aging and dying and cheating on a math exam.

FOG COMES ON LITTLE PIG FEET, THE

Rosemary Wells. Dial, 1972. (Fic. 6-8)

Thirteen-year-old Rachel is in a boarding school even though her choice would have been in public classrooms. The authority of the school is much stricter than she wants and she continually breaks the rules; running away to be alone, to practice or to write. There is an element of entrapment in an oppressive environment.

Discussion:

Do you need time for yourself? What do you do?
What do privacy and physical-space mean?
How could Rachel have gained the time and space that she needed?

GRADES, WHAT'S SO IMPORTANT ABOUT THEM ANYWAY?

C. Gilbert Wrenn and Shirley Schwarzrock. illus. Dick Gravender.
American Guidance Service, 1970. (Fic. 6+)

This is a story of a boy whose grades improve with the help of a school counselor and caring parents. Even though it is a book about an older child, the parallel can be drawn between grades and personal feelings, future accomplishments and self-worth.

HARRIET, THE SPY

Louise Fitzhugh. Harper and Row, 1964. (Fic. 3-6)

Harriet, is determined to be a writer and makes notes in her journal of what she really thinks about everybody. Some of the notes are not flattering and could cause feelings from her friends and classmates. What happens when the class gets a chance to read that journal?

Discussion:

How would you feel if you were one of the people that Harriet wrote about?
Do you ever write things that are not "nice" about others? What could happen?

Other experiences:

Privacy and the use of a journal for private thoughts.
Abraham Lincoln's policy of writing letters (and then not sending them).

LEROY OOPS

Barbara Glasser. illus. Lee Jack Morton. Regnery Co., 1971.
(Fic. 1-3)

This story describes the behavior of an impulsive boy whose behavior has put him in one classroom after the other. This behavior is so disruptive that most teachers would find reasons to expel him, but Mr. Lane keeps encouraging him to less destructive things.

Discussion:
- Was Leroy only looking for attention or was he just not paying attention?
- What would you do if you had a boy like Leroy in your classroom?
- What would you do if you were Mr. Lane?

Other possibilities:
- Role playing, writing dialogue between boy and teacher, cartoon sequences and murals.

LOST IN THE MUSEUM

Miriam Cohen. illus. Lillian Hoban. Greenwillow, 1979.
(Pic. P-3)

Despite teachers' admonition, a group of first-graders become lost in the dinosaur display on a field trip. Jim, although frightened by the big animal bones volunteers to find the teacher. Filled with humor and suspense.

This would be a good book to point out rules of field trips and community resources.

MARK OF CONTE

Sonia Levitin. illus. Bill Negron. Atheneum, 1976.
(Fic. 5+)

When he enters a new school Conte Mark receives two computer cards; one in his own name and one marked Mark Conte. He plans and carries out an attempt to attend two classes for each period and thus graduate early.

A humorous story but one that shows vividly the impact of authority and regulation on a school and the students.

MY BROTHER STEVIE

Eleanor Clymer. Holt, 1967. (Fic. 3-8)

Twelve-year-old Annie Jenner has a tough job taking care of her difficult younger brother, Stevie. She finds a teacher who understands her and the problem.

NEW GIRL AT SCHOOL, THE

Judy Delton. illus. Lillian Hoban. Dutton, 1979. (Pic. P-3)

The traumas of the first day at school. A gently humorous story.

Discussion:
- How did the "new girl" feel?
- Have you ever felt like that? When? What happened?
- What can a teacher and classmates do to help a new child feel welcome?

OTIS SPOFFORD

Beverly Cleary. Morrow, 1953. (Fic. 3-6)

Otis is a boy who loves to plan practical jokes in school. But when he goes too far the children retaliate and he receives a lesson in proper school behavior.

This book would lead to discussion of pranks and how far things can and should be carried as far as school behavior goes.

VERONICA GANZ

Marilyn Sachs. Doubleday, 1968. (Fic. 3-8)

Veronica is the class bully. She is outsmarted by a smaller classmate and can hardly bear the shame.

Related Material

Poetry:

GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON, THE
Albert Cullum. illus. by 28 artists. Quist, 1971.

Short Stories/Articles:

"Cake Icing Caper, The"
S. Lee. BOYS' LIFE, 67:30-1, January, 1977.

"Decision, The"
L. Duncan. YOUNG MISS, 24:8-18, July, 1977.

"To the Tune of a Hickory Stick"
R. Branscum. CHILD DIGEST, 29:48-56, March, 1979.

3. Authority in Social Institutions

AARON'S DOOR

Miska Miles. illus. Alan Cover. Atlantic Little, 1977. (Real. 3-5)

When Aaron and his sister were taken from the Children's Home they responded in different ways to their new parents; Deborah with acceptance and Aaron with hostility. The author has shown children's real reactions to new events in their lives.

BIG PILE OF DIRT, THE

Eleanor Clymer. Holt, 1968. (Fic. 3-6)

With only one place to play, a group of children in New York City fight with the mayor and the "ladies" to keep that one place--a big pile of dirt.

Discussion:

- How did the children retain "their property?"
- Did they have a right to do what they did?
- What government procedures are necessary to procure a "pile of dirt" or other play area?
- What legal rights do people have for such demands as the children made? (Interview City/County Commissioners to answer this.)
- What other alternatives did the children have?
- What laws protect and insure a "place to play"; for example, parks, lawns, etc.?
- What laws are enforced in these areas? How?

Activities:

- Make a map of parks/recreational areas in your city. Determine jurisdiction of each.
- Aid in a community action program in your area that comes under "parks or recreation."

COMMUNES IN AMERICA: THE PLACE JUST RIGHT

Elinor Lander Horwitz. Lippincott, 1972. (Non-F. 6-8)

The author describes literary utopias and then surveys several collective settlements in the U.S. such as the Shakers, New Harmony, Brook Farm and others and compares them with contemporary communes.

4. Rules/Regulations/Laws of Authority

AFTER THE GOAT MAN

Betsy Byars. illus. Ronald Himler. Avon (P.B.), 1974. (Real. Fic. 3-8)

Figgy is aided by two friends--Harold and Ada--when he and his grandfather lose their home through government "program": the building of a new highway.

Discussion and observation:

What is happening in your community that is similar to the "Goat Man's" dilemma?
What is eminent-domain?
What is the background of the law?
Can voters change the law?

ANIMAL FARM

George Orwell. illus. Joy Batchelor and John Halas. Harcourt, 1954. (Fic. 6+)

A group of farm animals struggle to create a lawful society in the aftermath of a successful revolution.

Many questions arise as to legal and judicial rules and rulemaking power and authority.

BUTTERFLY REVOLUTION

William Butler. Putnam's, 1967. (Fic. 6-8)

Boys in summer camp cause a revolution. Recorded through a diary of one of the younger members of the camp it is seen as a power struggle with boys and the camp authorities. This would be a good book to discuss rights/responsibilities, authority and fairness. Many analogies; i.e., "revolution," "butterflies,"

The title itself is a form of irony: "Freedom vs. Restriction."

CAT IN THE HAT

Dr. Seuss. Random House, 1957. (Fant. P-3)

A boy and girl are in the house on a rainy day and a cat comes to visit that causes much mischief. An easy-reader.

Discussion:

What is the conflict?
How is it resolved?

I AM NOT A SHORT ADULT! GETTING GOOD AT BEING A KID

Marilyn Burns. illus. Martha Weston. Little, Brown, 1977. (Non-F. 4-7)

Simple but clever experiments and self-administered tests are instrumental in bringing to the surface an understanding of personal and family characteristics and logical reasons behind rules and regulations. Written from the viewpoint of child advocacy, gives the child reasons why the world is as it is.

KINDLING

Cheli Duran. Greenwillow, 1979. (Real. 6-8)

This is a novel of contemporary military regime and terrorism. In an attempt to clear a small piece of land owned by their parents two boys from Crete illegally start a fire which nearly destroys the entire village. As a result of the boys confrontation with the law, the villagers' traditional beliefs concerning loyalty, the nature of justice and the need for a unified community are weakened by the power of mindless authority.

LUKE WAS THERE

Eleanor L. Clymer. illus. Diane de Groat. Holt, 1973. (Fic. 4-8)

Julius and his sister are sent to the "Children's Home" after the illness of his mother and abandonment by father, uncle and stepfather. Luke, a counselor becomes a stabilizing factor in Julius' life until he leaves.

A portrayal of the confusion of society's standards on children's lives.

OLD CAT AND THE KITTEN

Mary E. Little. Atheneum, 1979. (Real. Fic. 4-6)

When his family moves, Joel knows he can't take his adopted tomcat along or turn him loose again. The solution is a hard one, but the only one.

Discussion:

What options did Joel have?

Good for role play or creative writing.

PROJECT CAT (Pic. K-3)

Nellie Burchardt. Watts, 1966.

A group of children befriend a stray cat but when winter nears they try to change the rule prohibiting pets by collecting names on a petition.

Discussion:

Why were there rules about "no pets"?
Is this a fair rule? Why? Why not?
Could this story be true?
How are laws changed?

PULGA

S.R. Van Iterson. Trans. Alexander and Alison Gode. Morrow, 1973. (Fic. 4-8)

Pulga (meaning Flea in Spanish) is struggling for survival in Bogota when he meets a truck driver who takes him on as a helper. Pulga learns many lessons regarding life and social justice through his few days in the truck. A sensitive story that could develop into discussions on social values and social imperatives.

When is stealing sanctioned, if ever? Who has the responsibility to care for others that are not able? When did Pulga learn/change in his role as Pulga to Francisco Jose (his real name)?

RARE ONE, THE

Pamela Rogers. Nelson, 1973. (Real. Fic. 4-6)

Toby is unhappy with his new stepmother. His homework is neglected until he receives the assignment to write a theme about a rare kind of wildlife. His paper is written about an old man, Josh, who lives in a dugout in the woods. When the theme wins a prize and the newspaper publicity begins, Josh is forced by local authorities to move.

A good book to compare: AFTER THE GOAT MAN.

SPORT

Louise Fitzhugh. Delacorte, 1979. (Real. Fic. 4-8)

Eleven-year-old Sport lives happily with his absent-minded father, until he inherits twenty million dollars. His ruthless and wealthy mother suddenly wants custody.

A book about the same characters as HARRIET, THE SPY.

THERE OUGHT TO BE A LAW! HOW LAWS ARE MADE AND BROKEN

Ellen Switzer. Atheneum, 1974. (Non-F. 4-8)

A brief explanation of how laws are made with example of a bill not yet law--example, gun legislation, why some laws do not work. Example, prohibition and municipal codes and regulations.

YOU CAN'T EAT PEANUTS IN CHURCH AND OTHER LITTLE KNOWN LAWS

Barbara Seuling. Crown, 1977. (Non-F. 3+)

Over the years agencies have passed laws and sometimes forgot to up-date the rules. For example, if you walk an elephant in San Francisco it must be on a leash!

This funny book can start discussion on the need to keep current on issues, laws, and regulations.

Unit Approach:

LAWS/RULES

All social organizations are governed by laws; the home, school, government and industry. What laws and regulations are developed and how they are enforced is determined by the members and leaders of the organizations. Although laws are often complicated, they can and should be discussed with students of all ages.

Laws from the past and present are outlined in several books for young readers:

YOU CAN'T EAT PEANUTS IN CHURCH AND OTHER LITTLE KNOWN LAWS, Barbara Seuling, Doubleday, 1975, is a humorous collection of laws from American history that may be terribly outdated. It would be interesting to research local laws to see if any exist that are not applicable. Also watching the instituting of new laws would be a challenge.

In LEADERS, LAWS AND CITIZENS: THE STORY OF DEMOCRACY AND GOVERNMENT, William Wise, Parent's, 1972, the first chapter deals with "rules of the game" which encourages group lawmaking. Activities could include outlining class rules, discussing family rules or predicting what laws of the future will look like.

SHIVER, GOBBLE AND SNORE: THE STORY ABOUT WHY PEOPLE NEED LAWS, Marie Winn, Simon and Schuster, 1971, is a fantasy about a country whose king makes rules for everything including "rules about noses." The author offers suggestions of many activities for classroom involvement.

Factual books about laws:

AMERICAN FREEDOM AND THE BILL OF RIGHTS
William Wise. Parent's, 1975.

GUIDE TO THE SUPREME COURT, A
Dorothy A. Marquardt. Bobbs-Merrill, 1977.

YOU HAVE A RIGHT: A GUIDE FOR MINORS
L. Englebardt. Lothrop, 1979.

Fiction where laws and authority are shown:

BEEZUS AND RAMONA
Beverly Cleary. Morrow, 1975.

IF I HAD MY WAY
Norma Klein. Pantheon, 1974.

JUD
Raymond Charles. Houghton, 1968.

MAGICIAN, THE
Sol Stein. Bantam, 1968.

MAN WHO DIDN'T WASH HIS DISHES, THE
Phyllis Krasilovsky. Doubleday, 1950.

NOBODY'S FAMILY IS GOING TO CHANGE
Louise Fitzhugh. Farrar, 1974.

PIGMAN, THE
Paul Zindel. Bantam, 1971.

PROJECT CAT
Nellie Burchardt. Watts, 1966.

SIMON AND THE GAME OF CHANCE
R.J. Burch. Viking, 1970.

YOU OUGHT TO SEE HERBERT'S HOUSE
H. Lund. Watts, 1973.

5. Power and Authority

ANANSI, THE SPIDER
Gerald McDermott. Holt, 1972. (Pic. K-5)
A story about authority and power and other's feelings about a person's power.

BOY WITH A PROBLEM, THE
Joan Fassler. Behavioral Publications, 1979. (Pic. K-3)
A troubled little boy can not get adults to relate to his problems.
Discussion:
Do you ever have times when you aren't listened to?
When?
Is there a time when someone wanted you to listen and you didn't?
Activity:
Role play or reader's theater.

References

CHILDREN'S BOOKS: A BASIS FOR EXPLORING CITIZENSHIP AND LAW (K-3)
University of Oklahoma, Southwest Center for Human Relations Studies, 1979.

"Children's Literature: A Treasury of Law-Related Concepts"
Alita Z. Letwin. SYNERGY. Involvement Learning Center, University of Wyoming, Winter/Spring, 1979.

EDUCATION LAW AND THE PUBLIC SCHOOLS: A COMPENDIUM
Dr. E. Gordon Gee and Dr. David J. Sperry. Allyn and Bacon, 1979.

This book sticks to the law and what it means and guidelines for school administrators. Case studies and glossary.

"In the Name of the Law: Classroom Activities and Study Prints"
LEARNING MAGAZINE, March, 1973.

LAW IN AMERICA: HOW AND WHY IT WORKS
Bantam/Britannica Books. Bantam, 1979.

An introduction to the American legal system; its unique heritage covering present federal law, civil rights and civil liberties, the status of women, tax law, corporate and criminal law as well as a special section on law and the citizen.

PRACTICAL LAW IN UTAH:
Utah Supplement to Street Law. Utah Law-Related Education Project and the Utah State Bar. Utah State Board of Education, n.d.

TEACHING ABOUT THE LAW
Ronald A. Gerlach and Lynne W. Lamprecht. W.H. Anderson, 1975.

An outstanding outline for introducing the law to all a "...S.S. program that encourages more than a superficial familiarity with the law and goes beyond a mere smattering of idealistic descriptions." A way to introduce "living law" to students and "relevance to their daily lives."

Excellent bibliographies of curriculum materials, audio/visual presentations, community resources and legal reference materials. Also includes case study approaches, clarification strategies, simulation, role-playing, gaming activities and evaluative strategies.

IV. VALUES
Development of Moral and Ethical Values

Topics: honesty, love, tolerance, friendship, privacy, freedom, peace, justice, fairness, sharing, courtesy, loyalty

ACROSS FIVE APRILS
Irene Hunt. Grosset, 1964. (Real. Fic. 4-8)
The story of a young boy and his family during the five years of the Civil War. Written through the eyes of the boy, this book deals with the problems of coping with war and a divided family.
Use with ROLL OF THUNDER, HEAR MY CRY.

ALL QUIET ON THE WESTERN FRONT
Erich Maria Remarque. Fawcett, 1958. (Fic. 7+)
Considered the classic war novel. It is the story of World War I and the average soldier caught in the war.

ANNE FRANK, THE DIARY OF A YOUNG GIRL
Doubleday, 1967. (Fic. 8+)
Diary of a young Jewish girl and her family who are forced to hide from the Nazis during World War II.
Compare this in discussion with THE DEVIL IN VIENNA, Doris Orgel.

ARE WE STILL BEST FRIENDS?
Carol Barken. Raintree, 1975. (Pic. K-2)
Photographs of kindergarten age children illustrate the conflicting emotions arising bewteeen "best friends"; playing, arguing and making up.

BEING ALONE, BEING TOGETHER
Terry Berger. illus. (photos) Heinz Kluetmeier. Raintree, 1974. (Pic. P-3)
The small child telling this story likes to be alone some of the time pretending and imagining. The photos are well done portraying the pleasure of being alone and being with others.

BROTHERS AND SISTERS ARE LIKE THAT! STORIES TO READ TO YOURSELF
Child Study Association of America. illus. Michael Hampshire. Crowell, 1971. (Fic. 2-6)
A collection of ten stories about relationships in the family and the need for time and space for oneself. Other themes are: love, rivalry, jealousy, arguing and the arrival of a new baby.

CALL IT COURAGE

Armstrong Sperry. Macmillan, 1940. (Fic. 4-8)

Mafatu, a twelve-year-old Polynesian boy, is afraid of the sea. To prove himself to his friends he sets out in an outrigger. His feats during his time away are courageous indeed.

Discussion:

Why do the people of this culture respect courage?
What are the feelings of Mafatu as he leaves in the boat?
After a few days at sea? When he returns?
What does Mafatu learn that courage really is?

Activities:

Write a dialogue between Mafatu and his father at the end of the story.
Draw two pictures of Mafatu; "before the adventure," "after the adventure."

CAN YOU SUE YOUR PARENTS FOR MALPRACTICE?

Paula Danziger. Delacorte, 1979. (Real. Fic. 6-8)

A humorous novel about a fourteen-year-old who decides that between her parents, two sisters and the regulations at school she has no rights at all, and inspired by a new course offered at school on the rights of minors, she dedicates her life to the study of law.

CARTOONIST, THE

Betsy Byars. Viking, 1978. (Real. Fic. 4-8)

Threatened with the loss of his private place in the attic of his crowded home, a young boy determines to keep it at all costs.

CAY, THE

Theodore Taylor. Doubleday, 1970. (Real. Fic. 4-8)

The story of a shipwreck, in which the gap between generations and races is bridged.

Discussion:

What were the "prejudices" that existed with the boy?
What did he do to justify his actions on the island?
Find excerpts that demonstrate the prejudices and their easing.

CLUNIE

Robert Newton Peck. Knopf, 1979. (Real. Fic. 6-8)

A teenage boy risks his own popularity to give friendship to a retarded girl.

This is a powerful human drama in which goodness and evil are acted out around an innocent victim.

COURAGE OF SARAH NOBLE, THE

Alice Dalgiesh. Scribner, 1954. (Fic. 4-6)

A true story based on a real incident involving an eight-year-old girl in 1707 who goes to cook for her father who is constructing a home in the wilds of New Milford.

Discussion:

What is courage?
Is it innate or learned?
What courageous things have you done?

Activities:

List courageous people and start a scrapbook.
Learn the song: "Whenever I Feel Afraid..." Rogers and Hammerstein.
Role-play courageous acts/cowardice ones.

DON'T FORGET MICHAEL

Jean Thompson. illus. Margot Apple. Morrow, 1979. (Real. K-3)

Michael at seven is the smallest in a large rough-and-tumble family. Often he is ignored and his suggestions are seldom considered. In these four humorous stories Michael is left behind at a picnic, is covered with smashed tomatoes and finds a way to get keys from under the floorboards.

These stories would help children understand being the youngest in a family and the need "to go off by himself..."

DOSSIER: THE SECRET FILES THEY KEEP ON YOU

Aryeh Neier. Stein and Day, 1974. (Non-F. 6-8)

The executive secretary of the ACLU documents the data kept on citizens in credit bureaus, defense departments, F.B.I., school, police and hospital files.

Discussion and Activity:

Interview personnel people from job markets, hospitals, etc. and find out about the files they keep.
Study the Right to Privacy Act.

DRINKING GOURD, THE

F.N. Monjo. illus. Fred Brenner. Harper and Row, 1970. (Pic. 1-3)

An "I Can Read" history of a little boy's bravery in helping a slave family escape on the underground railroad.

EDGE OF TWO WORLDS

Weyman B. Jones. Dial, 1968. (Real. Fic. 4-8)

This is a story of how friendship can span ages and cultures. Calvin, who is between the world of boyhood and manhood, is aided by Sequoyah to face maturity.

EVAN'S CORNER

Elizabeth Starr Hill. illus. Nancy Grossman. Holt, 1967.
(Pic. P-3)

Evan longs for a place to call his own in a crowded two-room apartment that must be home for mother, father, three sisters and two brothers. Evan's mother points out that there are eight corners in the apartment, one for each member of the family. After he has made the corner a special place his mother says, "Maybe you need to step out now, and help somebody else."

FIRST BOOK OF ETHICS, THE

Alternon D. Black. illus. Rick Schreiter. Watts, 1965.
(Non-F. 5-7)

An introduction to the principles and significance of ethics in the conduct of life. The author outlines moral codes and concepts which have evolved through the years dictating right and wrong. Suggestions are made for life's choices.

FLIGHT TO FREEDOM

Henrietta Buckmaster. Crowell, 1958. (Non-F. 6-8)

The story of the underground railroads during the Civil War.

GIRL WHO HAD NO NAME, THE

Berniece Rabe. Dutton, 1977. (Real. Fic. 4-7)

A story of Girlie who lives with each of her nine sisters in turn and tries to find out why she is without a true name and why her father doesn't want her home. Well-rounded characters make this novel one to give identity to young readers who are searching for a spot in life.

HANDMADE SECRET HIDING PLACES

Nonny Hogrogran. Viking, 1975. (Pic. K-3)

Simple instructions and pencil drawings tell children how to make their own secret places.

Could be used when talking about privacy and everyone's own spot.

HE'S MY BROTHER

Joe Lasker. Whitman, 1974. (Pic. 1-5)

A sensitive book about Jamie who has learning disabilities; not retarded but easily confused and socially inept.

Could lead to discussion of the "different" child in the classroom and an understanding of the mainstreamed student.

I AM A MAN: ODE TO MARTIN LUTHER KING, JR.

Eve Merriam. Doubleday, 1971. (Poet. 3-6)

Poetic version of Dr. King's fight for peace and equality. Extend with biographies of Dr. King and local "celebrations" of his civil rights movement.

IF IT WEREN'T FOR BENJAMIN (I'D ALWAYS GET TO LICK THE ICING SPOON)

Barbara S. Hazen. illus. L. Hartman. Human Sciences Press, 1979. (Real. P-3)

A sympathetic look at a child who can never catch up in age, inches or abilities.

IGGIE'S HOUSE

Judy Blume. Dell, 1974. (Real. Fic. 3-6)

A black family moves into an all white neighborhood. The uproar is only the beginning. This story also gives the perspective of the black family in an all white neighborhood, also.

Discussion:

What is discrimination?
What does "minority" mean?
Have you ever been in the minority? How did you feel?
Compare with FELITA.
How did each family deal with discrimination?

I NEVER SAW ANOTHER BUTTERFLY

Drawings and poems from Theresienstadt Concentration Camp, 1942-1944. McGraw-Hill, 1964. (Poet. 3-6)

Intermixture of prose-poetry written by children in a concentration camp.

IT'S A BABY!

George Ancona. Photographs. Dutton, 1979. (Pic. P-3)

Young children will enjoy the large pictures and brief, read-aloud text that help explain a new baby in the family.

LET'S BE ENEMIES

Janice Udry. illus. Maurice Sendak. Harper and Row, 1961. (Pic. K-4)

Friendship wins out when two small boys find that the joy of playing together is much more fun than being enemies.

LITTLE ENGINE THAT COULD, THE

Watty Piper. illus. Ruth Sanderson. Platt and Munk, 1976. (Pic. P-4)

The little engine agrees to help the big train over the mountain that is loaded with toys. The engine represents determination and ability to stick to a job.

Discussion could follow of ways that each person can be like the little train in their relationship with others.

LITTLE HOUSE OF YOUR OWN, A

Beatrice Schenk De Regniers. illus. Irene Haas. Harcourt, 1954. (Pic. P-3)

Everyone has a little house that is secret and one's own. Some can be in a tree, under the dining room table or behind a bush.

This book recognizes the need for everyone, parents and children, to have time and a space alone.

LITTLE RED HEN, THE

Adapted and illus. Paul Galdone. Clarion, 1973. (Trad. P-6)

A treatise on the rewards of productive labor.

Discussion:

Was the hen fair in denying the food to the others who did not help? Why? Why not?

Should the other animals have helped?

Correlate with: AESOP'S FABLE: THE ANT AND THE GRASSHOPPER.

LITTLE TOOT

Hardie Gramatky. Putnam's 1939. (Pic. P-3)

Little Toot is a tug boat but cannot make loud noises with his whistle. This tender story portrays the loneliness one can feel when he is different but the lesson of responsibility is well stated without didactic and moral statements.

MARTIN LUTHER KING, JR., A PICTURE STORY

Margaret Boone Jones. (Biog. K-2)

An introduction to King in picture book format for young children.

MAUDIE AND ME AND THE DIRTY BOOK

Betty Miles. Knopf/Pantheon, 1980. (Real. Fic. 4-6)

Sixth-grader, Kate Harris reads a picture book to a group of first graders about the birth of a puppy. "Parents for Decency" will not support what has happened and Kate finds herself in the middle of a book-banning controversy.

A book to lead class discussions about one of today's issues--freedom to read-censorship.

MINE FOR KEEPS

Jean Little. illus. Lewis Parker. Little, Brown, 1962. (Real. Fic. 4-8)

A story of Sally Copeland who has cerebral palsy. She begins a new school with much fear because she is crippled. She has many friends who help her, one in particular who makes this a warm and touching story.

MY LIFE-WHAT SHALL I DO WITH IT?

Shirley Schwarzrock and C. Gilbert Wrenn. American Guidance Service, 1973. (Non-F. 6-8)

A helpful guide for teen-agers who are deciding what kind of work or life that they will want. Many possibilities are considered; for example, satisfaction from work, leisure, opportunities and specific careers. The notes that people's basic values help them decide their life-time work is stressed.

NAJA, THE SNAKE AND MANGUS, THE MONGOOSE

Oliver Kirkpatric. Doubleday, 1970. (Fant. 1-3)

The last living snake in Jamaica and his instinctive enemy, the mongoose, find that friendship really lies in the base of their conflict.

A story of animal conflict that can lead to understanding of human relationships. A lot of parallels can be drawn from this book.

NET TO CATCH THE WIND, A

Margaret Greaves. Harper and Row, 1979. (Pic. K-4)

A contemporary fairy tale.

A princess shows her father the importance of freedom and love when he tries to capture a silver colt.

POTATOES, POTATOES

Anita Lobel. Harper and Row, 1967. (Fant. 1-3)

An attractive picture book that tells the story of an old woman with a cellar full of potatoes who persuades her two sons and their fellow soldiers to cease fighting and return to their homes in peace.

PRINCESS AND THE ADMIRAL, THE

Charlotte Pomerantz. Addison-Wesley, 1975. (Fant. 1-3)

A tiny kingdom that has known peace for almost a century is faced with the dilemma of how to prepare for war. Princess Mat-Mat protects her kingdom and saves the Admiral from humiliation in defeat.

PRIVACY AND THE LAW

Jethro K. Lieberman. Lothrop, 1979. (Non-F. 8+)

This book shows how our laws have had to change to meet each threat of privacy of our personal life and why they must keep pace with growing intrusions in our personal daily life. Cases are presented on spying, surreptitions reading of mail, using someone else's name without consent, publishing intimate details and other examples on how laws succeed and sometimes fail in our protection.

RABBIT ISLAND

Jorg Steiner. Trans. Ann Conrad Lammers. illus. Jorg Muller.
Harcourt, 1978. (Pic. 5-8)

Fully illustrated and full-color illustrations depict a mechanistic environment where rabbits are raised for "consumption."

In this adult picture book a little brown bunny helps one of the factory rabbits escape. But when they meet the natural forces of the outline, the bigger bunny cannot cope and returns to the "safety" of the factory.

Although a picture book, it is a sophisticated statement reflecting a post-industrialized society.

Thoughtful questions could be raised with older students about freedom and where it is found. (See Unit Approach)

RIGHT TO REMAIN SILENT, THE

Milton Meltzer. Harcourt, 1972. (Non-F. 6-8)

Stories of men and women throughout history who have suffered tormet, even death, in defending their right to remain silent. Settings include the inquisition, Puritan England and the McCarthy era.

Activity:

Bring up-to-date with dealings of recent cases where privacy was not honored; example, Watergate trials.

SAM, BANGS AND MOONSHINE

Evaline Ness. Holt, 1966. (Pic. P-3)

Samatha lives with her father near the ocean. She fantazies about so many things that her father reminds her to learn the difference between "moonshine and real." A near tragedy forces her to admit that there is reality and honesty that has to be accepted.

Discussion:

What is moonshine?
Can it do harm sometimes?
When is it alright to dream or spin fantasy moonshine dreams?

SECRET HIDING PLACE, THE

Rainey Bennett. Collins and World, 1960. (Pic. P-3)

Little Hippo is the smallest and pet of the herd and everyone wants to be around him and play with him as a baby. But Little Hippo doesn't want people watching him eat or following him around when he is trying to explore. Children will identify with the animal and the need to be alone sometimes.

SECRET PLACES

Beverly Brodsky. Lippincott, 1979. (Pic. K-3)

Even in the midst of crowded city tenaments, a child can find quiet, secret places where magically there is room to be alone and let thoughts race free.

This would be a good book for a child who is looking for privacy and discussion could follow; where do you find a quiet time and place?

Correlate with EVAN'S CORNER.

TALE OF PETER RABBIT, THE
Beatrix Potter. Warne, 1902. (Pic. P-3)

This classic story tells Peter's foolishness in disobeying his mother's instructions and the danger that comes from this disobedience.

Discussion:

Why did Peter do what he did even though his mother warned him?
In what ways was Peter different than his brothers and sisters?
Was Mother Rabbit's punishment fair? Why? Why not?
What happens when you don't mind a rule?
Make a list of fair rules and ones that are not considered fair.
List justifications for the unfair ones even though they are not considered fair.

VALUE TALES series
Ann and Spencer Johnson. illus. Steve Pileggi. Oak Tree Publishers, (Fant. K-3)

This series written by a husband and wife team was originally written for "read-alouds" but useful as a beginning reader. The Tales are biographic in the sense that they are based on the lives of historical people, but each is fantasy based. Purpose: "To help a child see the advantage of value on character of individuals."

STORY OF TRUST: THE STORY OF COCHISE, THE

VALUE OF BELIEVING IN YOURSELF: THE STORY OF LOUIS PASTEUR, THE

VALUE OF CARING: THE STORY OF ELEANOR ROOSEVELT, THE

VALUE OF COURAGE: THE STORY OF JACKIE ROBINSON, THE

VALUE OF CURIOSITY: THE STORY OF CHRISTOPHER COLUMBUS, THE

VALUE OF DETERMINATION: THE STORY OF HELEN KELLER, THE

VALUE OF FAIRNESS: THE STORY OF NELLIE BLY, THE

VALUE OF HUMOR: THE STORY OF WILL ROGERS, THE

VALUE OF IMAGINATION: THE STORY OF CHARLES DICKENS, THE

VALUE OF KINDNESS: THE STORY OF ELIZABETH FRY, THE

VALUE OF LEARNING: THE STORY OF MARIE CURIE, THE

VALUE OF PATIENCE: THE STORY OF THE WRIGHT BROTHERS, THE

VALUE OF RESPECT: THE STORY OF ABRAHAM LINCOLN, THE

VALUE OF RESPONSIBILITY: THE STORY OF RALPH BUNCHE, THE

VALUE OF SAVING: THE STORY OF BENJAMIN FRANKLIN, THE

VALUE OF SHARING: THE STORY OF THE MAYO BROTHERS, THE

WHERE DOES THE TEACHER LIVE?

Paula Kurzband Feder. illus Lillian Hoban. Dutton, 1979.
(Pic. K-3)

A beginning detective story about three children who wonder where the teacher goes everyday after class.

Good for discussion of diversity of people and privacy that each person must respect. This book also brings out the fact that even teachers have private lives.

WHERE THE LILIES BLOOM

Vera and Bill Cleaver. illus. Jim Spanfeller. Lippincott, 1969.
(Fic. 3-8)

Mary Call and her brothers and sisters are left without parents. Mary Call, aged fourteen, takes the responsibility to keep the family together so that local authorities will not separate them into foster homes.

The Appalachina life of low-income groups is well done.

Sequel: TRIAL VALLEY.

WILL I HAVE A FRIEND?

Miriam Cohen. Macmillan, 1967. (Pic. K-3)

Jim's concern about the first day of school is the same as most children's. Jim does finally have a friend when he goes home. Shows multicultural classroom.

YOU HAVE A RIGHT, A GUIDE FOR MINORS

Leland S. Englebardt. Lothrop, 1979. (Non-F. 8+)

This book shows how the law protects minors in the areas of work, signing contracts, renting, making major purchases. It discusses the risks and rights in regards to drugs and driving, V.D., contraception, abortion, marriage and child abuse. It provides guides and references for professional help.

Related Material

Poetry:

PEACE IS YOU AND ME: CHILDREN'S WRITINGS AND PAINTINGS ON LOVE AND PEACE

Florence Weiner, Ed. Avon, 1971.

Short Story/Article:

FOUNDATIONS OF JUSTICE

Charles E. Merrill.

Filmstrip and activity booklets encourage role playing, mock trials, case studies and value clarification.

Teacher's guide included.

Unit Approach:

VALUES: COURTESY

One of the most important aspects of social communication is courtesy to others. Without a doubt it is one of the most difficult to teach. Charts can be made, modeling done or role-playing tried but the experience of a book that portrays social amenities can be very valuable.

Books on courtesy for younger children:

ALTOGETHER ONE AT A TIME
E.L. Konigsburg. Atheneum, 1971.

ETTI-CAT, THE COURTESY CAT
Jo McCormick. Hastings, 1965.

HURRY, HURRY
Edith Hurd. Harper and Row, 1960.

GOOPS AND HOW TO BE THEM
Gelett Burgess. Dover, 1968.

MORE GOOPS AND HOW NOT TO BE THEM
Gelett Burgess. Dover, 1968.

THANK YOU, YOU'RE WELCOME
Louis Slobodkin. Vanguard, 1957.

WHAT DO YOU SAY, DEAR?
Joslin Sesyle. Addison-Wesley, 1958.

Books on courtesy for older readers:

FIRST BOOK OF ETIQUETTE
Helen Hoke. Watts, 1970.

MIND YOUR MANNERS
Betty Allen. Lippincott, 1971.

WHAT TO DO
Jeanne Bendick. McGraw-Hill, 1967.

Unit Approach:

USING BIOGRAPHIES IN LAW-RELATED LITERATURE

Through personal accounts--biographies and autobiographies--students can be exposed to great people who have made impactful decisions and shaped the course of our country and the world. A time-line of people, the places where they were known and the circumstances surrounding their lives can be made by reading biographies/autobiographies; outlining the efforts that were made, the causes each stood for, the "wins and loses" of their lives.

By becoming personally involved in a "piece of the past" through a biography the student is better able to appreciate greatness and defeat, human dilemma and historical reality. Whether it's furthering the study of citizenship, relating to conflict and resolution, working for an understanding of law and authority or realization of universal values, a biography--a story of a person--can set the stage for the panoramic view of mankind in society.

Suggested Biographies:

AMOS FORTUNE, FREE MAN
Elizabeth Yates. Dutton, 1950.

BENEDICT ARNOLD, TRAITOR OF THE REVOLUTION
Ronald Syme. Morrow, 1970

CAN'T YOU MAKE THEM BEHAVE, KING GEORGE?
Jean Fritz. Coward, 1977.

CAROL BURNETT: STAR OF COMEDY
Carol Church. Greenhaven, 1976.

CORNWALL
Jean Fritz. Putnam's, 1979.

FOR ALL THAT LIVES
Ann Atwood and Erica Anderson. Scribner, 1975.
The story of Albert Schweitzer.

GEORGE WASHINGTON CARVER
Peter Towne. Crowell, 1975.

HARRY HOUDINI: MASTER OF MAGIC
Robert Kraske. Garrard, 1973.

INDIAN CHIEFS OF THE WEST
Felix Sutton. Messner, 1970.

LANGSTON HUGHES, AMERICAN POET
Alice Walker. illus. Don Miller. Crowell, 1974.

LIFE FOR ISRAEL, THE STORY OF GOLDA MEIR, THE
Arnold Dobrin. Dial, 1974.

MALCOLM X
Arnold Adoff. Crowell, 1970.

MARIA TALLCHIEF
Tobi Tobias. Crowell, 1970.

MAYO BROTHERS, THE
Jane Goodsell. Crowell, 1972.

ON THE FRONTIER WITH MR. AUDOBON
Barbara Brenner. Coward, 1977.

PAUL ROBESON: THE LIFE AND TIMES OF A FREE BLACK MAN
Virginia Hamilton. Dell (P.B.), 1979.

PEACEFUL FIGHTER: GANDHI
Elizabeth Montgomery. Garrard, 1970.

RINGLING BROTHERS
Molly Cone. Crowell, 1971.

SECRET COUNTRY OF C.S. LEWIS, THE
Anne Arnott. Eerdmans, 1976.

SHIRLEY CHISHOLM, A BIOGRAPHY
Susan Bronmiller. Doubleday, 1970.

STORY OF JOHNNY APPLESEED, THE
Aliki (Aliki Brandenber). Prentice-Hall, 1963.

TAKE ME OUT TO THE AIRFIELD: HOW THE WRIGHT BROTHERS INVENTED THE AIRPLANE
Robert Quakenbush. Parent's, 1976.

TEN FIGHTERS FOR PEACE: AN ANTHOLOGY
Don Lawson. Lothrop, 1971.

THREE FOR REVOLUTION
Burke Davis. Harcourt, 1975.
The biographies of Patrick Henry, Thomas Jefferson and George Washington.

TOUCH OF LIGHT, THE STORY OF LOUIS BRAILLE
Anne Neimark. Harcourt, 1970.

Activities for Using Biographies/Autobiographies:

1. The time line is thought of conceptually as a "historic sequence" visually. Develop a time line of one biography or several. An example would be to list important events effecting the Constitution through literature: Boston Tea Party, Revolutionary War, bith of Betsy Ross, etc.
2. From a standpoint of several lives read about and discuss what each of their feelings would be concerning: urbanization, Civil Liberties Union, E.R.A., or the cliche, "The pen is mightier than the sword."
3. Discuss what famous people from the past (or those presently living) would qualify for the Peace Prize and why.
4. Compare laws (examples: social gatherings, dress, taxes, religion, child-centered laws or responsibility for the aged) in the time of the person read about and present times.
5. Debate the issue of a voluntary army from the standpoint of several people whose biographies you've read.
6. Collect examples of "Great Moments in History" when some of the lives of important people came together.
7. Make a list of laws that exist now that did not exist in the time of the person you read about.
8. Nominate people living today whose biographies/autobiographies should be written because of their impact on government, laws, universal values or humane endeavors.

References

ADVENTURING WITH BOOKS: A BOOKLIST FOR PRE-K THROUGH 8
Patricia Cianciola. NCTE, 1977.

BOOK FINDER
Sharon Dreyer, ed. AGS, 1977.

CHILDREN'S LITERATURE: AN ISSUES APPROACH
M.K. Reidman. Heath, 1976.

CHILDREN'S LITERATURE IN THE CURRICULUM
Mary Montebello. Brown, 1972.

CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL (Third edition-updated)
Charlotte Huck. Holt, 1979.

COPING: BOOKS ABOUT YOUNG PEOPLE SURVIVING SPECIAL PROBLEMS
U.S.O.E. October, 1977. No. 017-080-01783-1.

INTRODUCTION TO CHILDREN'S LITERATURE
J. Glazer and G. Williams. McGraw-Hill, 1979.

"Language Arts in the Content Areas," Chapter 9
LANGUAGE ARTS ACTIVITIES FOR THE CLASSROOM. Sidney Tiedt and Iris Tiedt. Allyn and Bacon, 1978.

PARENT'S GUIDE TO CHILDREN'S READING
Nancy Larrick. Doubleday, 1977.

READING LADDDERS FOR HUMAN RELATIONS
NCTE, 1977.

USING LITERATURE WITH YOUNG CHILDREN (Second edition)
B. Coody. Brown, 1979.

YOUR READING: A BOOKLIST FOR JUNIOR HIGH STUDENTS
Jerry Walker. NCTE, 1975.

Unit Approach:

JULIE OF THE WOLVES

JULIE OF THE WOLVES
Jean Craighead George. Harper and Row, 1972.

Synopsis:

A thirteen-year-old Eskimo girl realizes she is lost without food on the North Slope of Alaska. She also realizes that her salvation or destruction depends upon a pack of wolves. Julie's father had once told her "Wolves...are brotherly...They love each other, and if you learn to speak to them, they will love you too." Julie (Miyax, her Eskimo name) watches the wolves carefully, and gradually learns to communicate with them by glance, movement and caress until Amaroq, their leader, acknowledges her as a friend.

Because of the wolves Julie survives and finds her way back to civilization. But it is that civilization that kills Amaroq, as white hunters wantonly shoot him down from a plane for the sport of it.

Much of the story is based upon research on wolves that is being conducted at the Arctic Research Laboratory.

Julie of the Wolves was awarded the Newberry Award for 1973.

Themes:

Acceptance of Self
Animal Supremacy
Friendship
Love
Freedom vs. Control
Enculturation
Death

Discussion Questions:

1. Would you like to have Julie as a friend? Why?
2. Could you have done what she did? What were some other alternatives for her?
3. Have you ever been lost? How did you feel?
4. What kinds of stereotypes are there in this book?
5. How do you feel about the way Amaroq was killed? Is that sportsmanship? Why or why not?
6. What are the prominent values of our culture? Have they always been the important ones?
7. What were the prominent values of the Eskimo culture in JULIE OF THE WOLVES?
8. Have the values changed in Alaska? In what way may they change?
9. What laws and regulations are there for killing wolves or any other animal?
10. What government agencies control the killing?
11. Whose responsibility is it to see that the animals are protected?
12. Is killing animals always wrong? When might it not be?
13. What did Julie value most? Her freedom? Her way of life? Preservation of the old ways?
14. What did Amaroq value most? His freedom? His role as leader? His protection of the cubs? His protection of Julie? His life?
15. What do you value most? Your freedom? Your family? Your possessions? Your friends?
16. What was the custom or law that required Julie to marry someone she didn't want to? Do you believe in such customs? Why or why not?
17. How does the story end? Is that a happy or unhappy ending? What other way could it have ended?
18. What legal rights did Julie have? Which didn't she have?

Activities:

1. Interview people in the government who have control over animal killing. Determine their views on the killing as reported in JULIE OF THE WOLVES.
2. Make a map and plot Julie's trip and experiences with the wolves.
3. Research the Arctic Research Laboratory. Find out the work that they are involved in.
4. Follow the newspaper stories regarding the killing of the baby seals in the snow countries. Are there any similarities between those and this story? In what ways?
5. Debate the two issues of killing for pleasure or for need. What are the political and environmental factors on both sides?
6. Have a lecture on survival skills by an outside speaker.
7. Discuss the issue of animal superiority.

Unit Approach:

RABBIT ISLAND

RABBIT ISLAND
Jorg Steiner. Trans. Ann Conrad Lammers. illus. Jorg Muller.
Harcourt, 1978.

Synopsis:

This is the story of two rabbits who escape from a factory which fattens rabbits for slaughter. Big Gray is a senior citizen of the factory who has forgotten all knowledge of the outside world. Little Brown is the newcomer who yearns for the freedom of the farm and countryside.

Although he admits he has never seen a rabbit return to the factory once he's taken away, Big Gray believes that when rabbits are removed from the factory they are taken to a place where enormous white rabbits protect all "good rabbits" and destroy the bad ones.

Big Gray helps Little Brown escape from the factory, but once outside it is the small animal that leads them both in avoiding human traps and animal predators. Little Brown leads Big Gray back to the factory and then himself returns to the countryside.

Themes:

Freedom vs. imprisonment
Survival; emotional, psychological, physical
Friendship-comraderie
Old and new relationships
Good and evil
Dreams-the pursuit
Safety vs. risk-"security found in familarity"
Social systems and value of system; political, community intervention, economic, social

Symbols:

Old vs. new
Journey-Quest
"Island"

Rabbit Island is an important book because of the possibilities of varied interpretation. To the youngest reader, or listener, it may be just a picture book; an animal story. To the middle-grade child it may elicit deeper meanings. The older reader (and certainly there's messages here for the 6-8 graders) may discover hidden messages, subtle lessons and make reasonable comparisons. It may take a sensitive, perceptive instructor to lead them but they can do it.

The translator, Ann Lammers, said that children "hear different things than adults..." and process it differently. So they do, and so they should. Young children feel Little Brown's courage because they, themselves, have had to call upon that emotion in their "journeys." Older readers may become aware of Big Gray's discomfort at taking personal risks and draw parallels to their own ambiguity at risk taking.

To readers who have had little experience in discussing literature and more fully interpreting meaning, it is wise to begin slow. Don't expect them to "see" or "feel" things immediately. And don't over-analyze This is not an "anatomy" lesson meant to "bare the bones." One or two points of discussion may be enough. A single extension or experience may suffice. The best way to "teach" a book is to not OVERTEACH it!

Rabbit Island received the Mildred L. Batchelder Award for 1979. This annual award is intended to encourage the translation of children's books into English. It honors the American publisher of a children's book judged to be the most outstanding of those originally published in a foreign language or country. Rabbit Island was written in Switzerland.

Discussion and Questions To The Story:

Following are examples illustrative of the kind a teacher can form to begin a lesson. A word of caution: Select only those that students can handle in their developmental understanding. This is a multi-leveled book for many levels of understanding.

1. Which is the safest place to live; the fields or the rabbit factory? Why?
2. Where--field or factory--was the happiest place to be? What words, pictures or interpretations make you think so?
3. Will Big Gray try to escape again? Why? Why not?
4. Why did he pretend that he had been planning to escape all along and that many of the outside sights were familiar to him?
5. Will Little Brown try to re-enter the factory? Why?
6. Which rabbit is in greater danger for his life?
7. What is the "much better place" that Big Gray alludes to? How do you know?
8. Is there significance between size of animals? Age?
9. What are Little Brown's greatest dangers?
10. There is a adage: "There's nothing to fear but fear itself." What could that mean in relationship to this story?
11. How has the illustrator portrayed life in the factory and the field--color, illustrative style, size, proportions, etc.?
12. On page 25 the illustrator puts a green truck in the picture. What is the truck? How can you tell? What is the purpose of the truck in the picture?
13. What could the title "Rabbit Island" mean? To the rabbits? To the factory men? To the community?
14. What was the building with the "gentle artificial light" that the animals saw as they were returning to the factory? (fourth to last page) Why would the animals be confused?
15. It is said that this book is an allegory. What does that mean? In what ways could it be allegorical?

16. What social issues are alluded to? Psychological? Political?

17. What could the editor have meant when she (Barbara Lucas, Harcourt) said there is "always a twinge of twilight" in the illustrations.

18. Why is the hedge-hog in two of the pictures? What is the meaning of a "hedge-hog?" What could he be saying in each illustration?

19. Compare this story with others of similar themes:

For older readers: Incredible Journey, Burnford.
Watership Down, Adams.
Plague Dogs, Adams.

For younger readers: City Mouse and the Country Mouse, Aesop's Fable.
Mrs. Frisby and the Rats of NIMH, O'Brien.
Peter Rabbit, Potter.
Abel's Island, Steig.
Biggest Bear, Lynd Ward.

What other books can you list that have similar themes? Plots? Characters?

20. Read professional reviews of Rabbit Island.

School Library Journal, 10:78, p. 139
Publishers Weekly, January 17, 1978, p. 109
Horn Book, Vol. 54, December, 1978
Kerkus Review, October, 1978, p. 1135
International Books for Children, Vol. 2, 1979, p. 27
Times Literary Supplement, July 7, 1978, p. 763
Newsweek, Vol. 92, December, 1978, p. 100
New York Times, December 24, 1978

What descriptive words and phrases were used?
Which would you decide were positive and which negative reviews?

21. How did the book make you feel? What responsibilities would you feel to the rabbits or to the factory if it were in your town?

22. Discuss the possibilities of a "rabbit factory" originating in your area.

23. Outline laws/regulations that would have to be considered to build a factory of this sort.

24. Are there factories in existence that "utilize" animals for aiding man's survival? For less humane reasons? What are these reasons? How do you reconcile the difference?

25. Is animal experimentation in medical research a "factory" like Rabbit Island? Why? Why not? Debate both sides of this issue.

Extensions and Experiences:

1. Select 5 or 6 of the illustrations and write captions for them.
2. What kind of "journeys" can people take? Discuss times when you have "journeyed" and been fearful. Do not limit the discussion to merely physical journeys.
3. Find analogies in the book; for example, "They're sending us food on a belt, just like at home" when Big Gray saw the river.
4. Write a description of what each rabbit would consider "home."
5. What are the characteristics of "rabbits?" Has this got anything to do with the author's choice of animals?
6. Write a characterization of each or make a chart:

BIG GRAY	LITTLE BROWN
OPPOSITES	
SIMILARITIES	

7. Write a diary entry from each rabbit as the story closes.
8. Write a description of the factory from the following "points of view":

   a. factory workers or truck driver
   b. animal protection organization
   c. environmentalist
   d. fisherman
   e. hedge-hog
   f. Little Brown
   g. Big Gray

9. Write a "review" for Rabbit Island.
10. Using the plot-line, write a story of another "journey" of animals.
11. Prepare Rabbit Island as a readers' theatre presentation.
12. Collect responses of young children after having read them Rabbit Island. Make some decisions about their development.
13. Re-read the book. Divide it into "episodes" and title the episodes.
14. Locate pictures that indicate that the book's illustrations are done in another country.

INDEX

	I. CITIZENSHIP	1. WELFARE OF OTHERS	2. RIGHTS AND FREEDOMS	3. LAW AND ORDER	4. LEGAL/JUDICIAL HERITAGE	5. ENVIRONMENTAL/RESOURCES	6. INTERNATIONAL RELATIONS	7. COMMUNICATION	8. SELF-RELIANCE	9. RELATIONSHIPS	10. CIVIL SERVANTS	11. CONSUMERISM	12. DEMOCRATIC PARTICIPATIO	II. CONFLICT-RESOLUTION	1. SOCIAL CONFLICT	2. SOCIAL CHANGE	3. CHANGE/ADJUSTMENT	III. AUTHORITY/GOVERNANCE	1. HOME AUTHORITY	2. SCHOOL AUTHORITY	3. SOCIAL INSTITUTIONS	4. RULES/LAWS	5. POWER/AUTHORITY	IV. VALUES	1. HONESTY	2. LOVE	3. TOLERANCE	4. FRIENDSHIP	5. PRIVACY	6. FREEDOM	7. PEACE	8. JUSTICE	9. FAIRNESS	10. SHARING	11. COURTESY	12. LOYALTY
A.B.C.'S OF ECOLOGY						✓																														
ABC'S OF ECOLOGY						✓																														
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AFTER THE GOAT MAN			✓																			✓						✓		✓			✓			
ALAN AND THE ANIMAL KINGDOM																✓																				
ALEXANDER, WHO USED TO BE RICH LAST SUNDAY									✓			✓																								
ALL QUIET ON THE WESTERN FRONT															✓							✓	✓								✓	✓				
AMERICAN FREEDOM & THE BILL OF RIGHTS			✓																																	
ANANASI, THE SPIDER																								✓												
AND MY MEAN OLD MOTHER WILL BE SORRY...															✓																					
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ANDROMEDA STRAIN						✓																✓	✓													
ANIMAL FARM															✓							✓	✓				✓						✓			
ANNE FRANK, THE DIARY OF A YOUNG GIRL															✓															✓	✓					
ANT AND THE GRASSHOPPER, THE			✓									✓	✓																				✓	✓		
APPLE AND THE ENVELOPE															✓					✓								✓					✓			
ARE WE STILL BEST FRIENDS?																✓												✓						✓		
BEARS'S HEART...																	✓																			
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BEAR WHO WANTED TO BE A BEAR, THE						✓									✓	✓					✓															
BEING ALONE, BEING TOGETHER																													✓							
BIG PILE OF DIRT, THE										✓			✓				✓				✓	✓														
BLUEBERRIES FOR SAL										✓																										
BOOK OF THINK, THE...																	✓						✓													
BOY WITH A PROBLEM, THE									✓														✓													
BROTHERS AND SISTERS ARE LIKE THAT!																													✓							
BULLY OF BARKHAM STREET, THE																				✓																
BUTTERFLY REVOLUTION									✓													✓	✓					✓	✓	✓						
CALL IT COURAGE									✓								✓																			
CAN YOU SUE YOUR PARENTS FOR MALPRACTICE?			✓						✓																					✓						
CAPTIVE THUNDER															✓					✓																
CAREERS WITH A FIRE DEPARTMENT											✓																									
CARTOONIST, THE																													✓							
CAT IN THE HAT			✓												✓							✓														

	I. CITIZENSHIP	1. WELFARE OF OTHERS	2. RIGHTS AND FREEDOMS	3. LAW AND ORDER	4. LEGAL/JUDICIAL HERITAGE	5. ENVIRONMENTAL/RESOURCES	6. INTERNATIONAL RELATIONS	7. COMMUNICATION	8. SELF-RELIANCE	9. RELATIONSHIPS	10. CIVIL SERVANTS	11. CONSUMERISM	12. DEMOCRATIC PARTICIPATION	II. CONFLICT-RESOLUTION	1. SOCIAL CONFLICT	2. SOCIAL CHANGE	3. CHANGE/ADJUSTMENT	III. AUTHORITY/GOVERNANCE	1. HOME AUTHORITY	2. SCHOOL AUTHORITY	3. SOCIAL INSTITUTIONS	4. RULES/LAWS	5. POWER/AUTHORITY	IV. VALUES	1. HONESTY	2. LOVE	3. TOLERANCE	4. FRIENDSHIP	5. PRIVACY	6. FREEDOM	7. PEACE	8. JUSTICE	9. FAIRNESS	10. SHARING	11. COURTESY	12. LOYALTY
CAY, THE		✓	✓												✓	✓	✓										✓					✓			✓	
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CHILD OF THE OWL		✓														✓																				
CHILD WHO LIVED ON THE FERRIS WHEEL, THE															✓				✓		✓															
CITY AND SUBURB: EXPLORING AN ECOSYSTEM						✓																														
CITY, SING FOR ME...															✓	✓	✓																			
CLUNIE		✓							✓																			✓					✓			
COMMUNES IN AMERICA: THE PLACE JUST RIGHT																					✓															
CONGRESS, THE					✓						✓																									
CONGRESS AND AMERICAN FOREIGN POLICY							✓				✓																									
CONSTITUTIONAL AMENDMENTS, THE					✓																															
COURAGE OF SARAH NOBLE, THE									✓																							✓	✓			✓
COW FOR JAYA, A		✓							✓			✓																								
CRYSTAL IS THE NEW GIRL																✓	✓			✓																
DAY THEY PARACHUTED CATS ON BORNEO, THE						✓																														
DEMETER'S DAUGHTERS...					✓																															
DEVIL IN VIENNA, THE		✓	✓												✓						✓		✓					✓		✓	✓					
DISAPPEARING ENERGY: CAN WE END THE CRISIS						✓																														
DOLLARS FROM DANDELIONS: 101 WAYS TO EARN MONEY												✓																								
DON'T FORGET MICHAEL										✓																			✓							
DON'T FORGET TO COME BACK																✓																				
DON'T TAKE TEDDY		✓								✓											✓					✓										
DORP DEAD															✓															✓						
DOSSIER: THE SECRET FILES THEY KEEP ON YOU			✓																										✓							
DOWN, DOWN THE MOUNTAIN		✓																																		
DRINKING GOURD, THE					✓																									✓						
DROP-OUT															✓					✓		✓														
EDGE OF TWO WORLDS		✓													✓													✓								
ELECTING OUR PRESIDENTS					✓						✓																									
EMPEROR'S NEW CLOTHES, THE								✓			✓	✓																								
ETERNAL VIGILANCE: ...CIVIL LIBERTIES UNION...			✓	✓																																
EVAN'S CORNER																	✓												✓							
FACTS AND FANTASIES ABOUT DRUGS															✓																					
FAMILY SECRETS: FIVE VERY IMPORTANT STORIES															✓	✓				✓					✓								✓			
FAREWELL TO SHADY GLADE						✓											✓																			
FELITA										✓					✓	✓											✓						✓			
FIRE HOUSE BOOK, THE											✓																									

	I. CITIZENSHIP	1. WELFARE OF OTHERS	2. RIGHTS AND FREEDOMS	3. LAW AND ORDER	4. LEGAL/JUDICIAL HERITAGE	5. ENVIRONMENTAL/RESOURCES	6. INTERNATIONAL RELATIONS	7. COMMUNICATION	8. SELF-RELIANCE	9. RELATIONSHIPS	10. CIVIL SERVANTS	11. CONSUMERISM	12. DEMOCRATIC PARTICIPATION	II. CONFLICT-RESOLUTION	1. SOCIAL CONFLICT	2. SOCIAL CHANGE	3. CHANGE/ADJUSTMENT	III. AUTHORITY/GOVERNANCE	1. HOME AUTHORITY	2. SCHOOL AUTHORITY	3. SOCIAL INSTITUTIONS	4. RULES/LAWS	5. POWER/AUTHORITY	IV. VALUES	1. HONESTY	2. LOVE	3. TOLERANCE	4. FRIENDSHIP	5. PRIVACY	6. FREEDOM	7. PEACE	8. JUSTICE	9. FAIRNESS	10. SHARING	11. COURTESY	12. LOYALTY
FIRST BOOK OF ELECTIONS, THE				✓	✓								✓																							
FIRST BOOK OF ETHICS, THE			✓																								✓			✓		✓	✓			
FIRST BOOK OF FIREMEN, THE											✓																									
FIRST BOOK OF LOCAL GOVERNMENT, THE					✓						✓																									
FIRST BOOK OF THE CONSTITUTION, THE				✓	✓																															
FIRST DAY OF SCHOOL									✓								✓			✓																
FIRST FREEDOM: ...HISTORY OF FREE SPEECH..., THE			✓		✓																									✓						
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FLIGHT TO FREEDOM																														✓						
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FOLLOW MY LEADER															✓	✓												✓								✓
FOR THE RIGHTS OF MEN			✓		✓																															
FREEDOM'S BLOOD			✓		✓																															
FREEDOM TO KNOW								✓																						✓						
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GENTLEHANDS		✓													✓								✓		✓	✓						✓	✓			
GETTING JUSTICE		✓	✓																										✓			✓				
GETTING TO KNOW THE HUMAN RIGHTS COMMISSION		✓	✓																																	
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GLUE FINGERS																					✓															
GNATS OF KNOTTY PINE						✓							✓																				✓	✓		
GOLDEN APPLE, THE													✓																							
GRADES, WHAT'S SO IMPORTANT ABOUT THEM, ANYWAY?																				✓																
GRANDFATHER										✓							✓																			
GRANDPA										✓							✓																			
GREAT CONSTITUTION, THE...					✓																	✓														
GREAT GILLY HOPKINS, THE										✓					✓		✓				✓	✓				✓		✓					✓		✓	✓
GROVER																✓												✓								
GUESS WHO?											✓																									
HANDMADE SECRET HIDING PLACES																													✓							
HANDSOMEST FATHER, THE																	✓																			
HANNAH																✓			✓																	
HANSEL AND GRETEL															✓																	✓				
HAPPY BIRTHDAY, SAM																	✓																			
HAPPY OWLS, THE															✓																					
HARRIET, THE SPY																				✓					✓			✓	✓				✓			
HE'S MY BROTHER		✓													✓		✓									✓								✓		
HOUSE OF WINGS, THE						✓				✓					✓																					

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HOW DOES IT FEEL TO BE OLD?		✓															✓																			
HOWIE HELPS HIMSELF		✓							✓								✓																			
HOW KIDS CAN REALLY MAKE MONEY									✓			✓																								
HOW OUR GOVERNMENT HELPS US				✓	✓																															
HOW TO GROW A HUNDRED DOLLARS												✓																								
HOW TO TURN LEMONS INTO MONEY...												✓																								
HOW TO TURN UP INTO DOWN INTO UP...												✓																								
HOW TO TURN WAR INTO PEACE...															✓															✓	✓					
HUMAN RIGHTS, A GLOBAL CRISIS			✓	✓	✓										✓						✓	✓														
HUMAN RIGHTS DAY					✓								✓																							
I AM A MAN: ODE TO MARTIN LUTHER KING, JR.																															✓	✓				
I AM NOT A SHORT ADULT!...															✓							✓														
IF IT WEREN'T FOR BENJAMIN...			✓												✓		✓															✓	✓	✓		
IGGIE'S HOUSE															✓															✓		✓	✓			
I HAVE FEELINGS TOO															✓		✓																✓			
I KNOW A POLICEMAN											✓																									
I NEED A FRIEND									✓						✓													✓						✓		
I NEVER SAW ANOTHER BUTTERFLY...									✓						✓															✓						
ISHI, LAST OF HIS TRIBE																✓																				
ISLAND OF THE BLUE DOLPHINS									✓						✓	✓																				
IT'S A BABY!										✓					✓																			✓		
IT'S NOT FAIR															✓	✓																				
IT'S NOT THE END OF THE WORLD																✓																				
IT'S YOUR ENVIRONMENT...						✓							✓																							
I WANT TO BE A POLICEMAN											✓																									
I WANT TO KNOW ABOUT THE SENATE											✓		✓																							
I WISH LAURA'S MOMMY WAS MY MOMMY																✓			✓			✓														
JACK AND THE BEANSTALK												✓																								
JD		✓													✓																					
JENNY'S CAT															✓	✓						✓														
JILL THE PILL			✓													✓														✓						
JOHNNY TREMAIN			✓		✓			✓					✓		✓																✓					
JULIE OF THE WOLVES						✓										✓												✓						✓		✓
JUVENILE JUSTICE															✓																	✓				
KINDLING																						✓	✓							✓	✓	✓				
KING'S TROUSERS, THE																✓	✓																			
KNOCK, KNOCK, WHO'S THERE?															✓	✓																				
LADDER COMPANY 108											✓																									

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LAND AND CONSERVATION, THE						✓																														
LAWS AND TRIALS THAT CREATED HISTORY					✓																															
LEADERS: LAWS AND CITIZENS...					✓																	✓														
LEO THE LATE BLOOMER		✓															✓																			
LEROY OOPS																				✓																
LET'S BE ENEMIES																✓												✓			✓					
LET'S FIND OUT ABOUT THE FAMILY										✓																										
LET'S GO TO A POLICE STATION											✓																									
LET'S GO TO SEE CONGRESS AT WORK					✓						✓																									
LET'S VISIT THE POLICEMAN											✓																									
LIFE STYLES:...CULTURAL ANTHROPOLOGY		✓	✓				✓																													
LITTLE BLUE AND LITTLE YELLOW		✓													✓																					
LITTLE ENGINE THAT COULD, THE									✓																									✓		✓
LITTLE HOUSE, THE																✓						✓														
LITTLE HOUSE OF YOUR OWN, A																													✓							
LITTLE RED HEN, THE			✓									✓	✓																				✓			
LITTLE TOOT		✓																																✓		
LONERS, THE...															✓																					
LOST IN THE MUSEUM																				✓																
LOTTE'S LOCKET																																				✓
LUKE WAS THERE															✓							✓														
MAGICIAN, THE															✓						✓												✓			
MARK OF CONTE																				✓																
MARTIN LUTHER KING, JR., A PICTURE STORY																																✓				
MATTHEW, MARK, LUKE AND JOHN			✓												✓	✓												✓		✓						
MAUDIE AND ME AND THE DIRTY BOOK																														✓						
ME BOOK, THE																	✓																			
MEDICINE SHOW, THE...								✓																												
ME NOBODY KNOWS, THE...									✓						✓																					
MIDAS AND THE GOLDEN TOUCH												✓																								
MIKE MULLIGAN AND HIS STEAM SHOVEL																✓																				✓
MILLIONS OF CATS															✓											✓										
MINE FOR KEEPS		✓																										✓								
MODERN AMERICA, 1957 TO THE PRESENT		✓	✓										✓																							
MONEY AND KIDS												✓																								
MONROE DOCTINE, THE...							✓																													
MONTH OF SUNDAYS, A																✓	✓																			
MY BACKYARD HISTORY BOOK		✓								✓																										

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MY BROTHER STEVIE										✓										✓																
MY GRANDPA DIED TODAY																✓																				
MY LIFE-WHAT SHALL I DO WITH IT?																									✓				✓	✓			✓			
MY MOM GOT A JOB			✓						✓							✓	✓																			
MY MOTHER AND I																✓	✓																			
MY NAME IS EMILY									✓						✓																					
MY TWIN SISTER, ERIKA																✓	✓																			
NAJA, THE SNAKE AND MANGUS, THE MONGOOSE				✓											✓													✓			✓					
NET TO CATCH THE WIND, A																										✓				✓						
NEW FRIEND, THE																✓	✓											✓								
NEW GIRL AT SCHOOL, THE									✓							✓												✓								
NEW MOTHER FOR MARTHA, A			✓													✓	✓									✓		✓								
NOBODY ASKED ME IF A WANTED A BABY SISTER															✓																					
NONNA																✓																				
NO TIME FOR ME																	✓																			
OAK, THE					✓																✓	✓														
OBSCENITY AND PUBLIC MORALITY...								✓																												
OLD CAT AND THE KITTEN					✓											✓																				
ONLY EARTH WE HAVE, THE						✓																														
ON THE BEAT: POLICEMAN AT WORK											✓																									
OTIS SPOFFORD																				✓																
OUTSIDERS, THE		✓							✓				✓		✓					✓	✓		✓				✓									✓
PADDLE-TO-THE-SEA						✓																														
PEGGY'S NEW BROTHER															✓																					
PIGMAN, THE															✓										✓								✓			
PINBALLS, THE										✓					✓				✓		✓							✓								
PLANET OF JUNIOR BROWN, THE																	✓		✓	✓	✓															
PLANT SITTER									✓			✓																								
POLICE DOGS IN ACTION											✓																									
POLICEMEN AND FIREMEN: WHAT DO THEY DO											✓																									
POLITICIANS FOR THE PEOPLE...											✓										✓															
POTATOES, POTATOES										✓																					✓					
POT WHAT IT IS, WHAT IT DOES															✓							✓														
PRESIDENT'S CABINET AND HOW IT GREW, THE											✓		✓																							
PRINCESS AND THE ADMIRAL, THE																														✓	✓	✓				
PRIVACY AND THE LAW			✓	✓																		✓							✓							
PROJECT CAT													✓									✓														
PULGA									✓						✓							✓	✓		✓		✓			✓						✓

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PUSHCART WAR, THE			✓	✓								✓			✓		✓					✓	✓		✓		✓				✓		✓	✓		
RABBIT ISLAND									✓	✓					✓								✓					✓		✓						
RAMONA AND HER FATHER									✓	✓							✓																			
RARE ONE, THE																	✓					✓														
RIGHT TO REMAIN SILENT, THE																													✓	✓						
ROLL OF THUNDER, HEAR MY CRY		✓								✓					✓		✓		✓	✓		✓	✓				✓			✓	✓		✓			
ROOSTER AND THE JEWEL, THE												✓																				✓				
RUMPELSTILTSKIN												✓																				✓				
SADAKO AND THE THOUSAND PAPER CRANES		✓													✓															✓	✓					
SAM, BANGS AND MOONSHINE		✓								✓							✓								✓											
SAVE THE EARTH! AN ECOLOGY HANDBOOK FOR KIDS						✓																														
SAVE IT! KEEP IT! USE IT AGAIN!						✓																														
SCHOOLMASTER, THE											✓										✓	✓														
SCRAM KID!		✓													✓										✓			✓								
SEAL AND THE SLICK, THE						✓																														
SECRET BOX, THE															✓										✓								✓			
SECRET HIDING PLACE, THE																													✓							
SECRET PLACES									✓						✓														✓							
SHADOW OF A BULL									✓						✓																					
SNOW WHITE															✓											✓							✓			
SOMEBODY GO AND BANG A DRUM		✓								✓									✓																	✓
SOMEBODY'S ELSE'S CHILD										✓						✓	✓				✓					✓										
SOME OF THE DAYS OF EVERETT ANDERSON										✓					✓											✓										
SOMEONE ALWAYS NEEDS A POLICEMAN											✓																									
SON OF SOMEONE FAMOUS				✓						✓	✓																									✓
SOO LING FINDS A WAY										✓		✓				✓	✓																			
SOUND OF DRAGON'S FEET, THE		✓													✓		✓									✓				✓						
SOUNDER			✓												✓								✓				✓					✓				
SPARROWS DON'T DROP CANDY WRAPPERS						✓																														
SPECIAL BIRTHDAY, A										✓																										
SPILL						✓										✓	✓																			
SPIRIT AND THE LETTER, THE...			✓																											✓						
SPORT																			✓			✓	✓													
SQUAD CAR 55											✓																									
STORIES FROM INSIDE/OUT																✓										✓	✓							✓		
STREET OF THE FLOWER BOXES, THE		✓											✓		✓							✓												✓		✓
SUMMER OF MY GERMAN SOLDIER																			✓		✓							✓				✓				
TALE OF PETER RABBIT, THE																			✓														✓			

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TASTE OF BLACKBERRIES		✓													✓	✓												✓								
TEMPER TANTRUM BOOK, THE																	✓																	✓		
THERE OUGHT TO BE A LAW:...					✓																	✓														
THIS IS AUTOMATION												✓				✓																				
THREE PROMISES TO YOU					✓															✓		✓														
THRONE FOR SESAME, A																	✓																			
TICO AND THE GOLDEN WINGS		✓														✓																			✓	✓
TIGHT TIMES									✓	✓		✓				✓										✓										
TIME TO BE HUMAN, A															✓																					
TO THE TUNE OF A HICTORY STICK									✓						✓																					
TOMATO PATCH, THE		✓										✓	✓																		✓			✓	✓	
TROOPERS ALL: STORIES OF STATE POLICE											✓																									
TROUBLE IN BEAVER HOLLOW						✓							✓																					✓	✓	
TROUBLE WITH THIRTEEN, THE										✓						✓												✓								
TWO HOMES TO LIVE IN										✓					✓	✓										✓										
TOWARD DEMOCRACY: GREAT DOCUMENTS OF HISTORY					✓																	✓														
VALUE TALES												✓				✓									✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
VERDICT: THE JURY SYSTEM				✓																		✓	✓													
VERONICA GANZ																				✓							✓								✓	
WELCOME CHILD		✓														✓					✓															
WHAT A STATE GOVERNOR DOES											✓										✓	✓														
WHAT EVER HAPPENED TO THE BAXTER PLACE?						✓					✓					✓																				
WHAT IT'S LIKE TO BE A FIREMAN											✓																									
WHAT IT'S LIKE TO BE A POLICEMAN											✓																									
WHAT MAKES ME FEEL THIS WAY?																	✓											✓								
WHAT MARY JO SHARED										✓										✓														✓		
WHEN THE CITY STOPPED																✓							✓													
WHEN THE NEW BABY COMES, I'M MOVING OUT															✓																			✓		
WHERE DID MY MOTHER GO?																✓																				
WHERE THE LILIES BLOOM		✓								✓											✓						✓									✓
WHERE DOES THE TEACHER LIVE?																				✓									✓							
WHO REALLY KILLED COCK ROBIN?						✓							✓			✓																				
WHY AM I SO MISERABLE IF THESE ARE THE BEST YRS..			✓																			✓							✓				✓			
WILL I HAVE A FRIEND?																				✓								✓								
WITCH HUNT: THE UNDERSIDE OF AMERICAN DEMOCRACY				✓	✓																															
YOU BE THE JUDGE				✓																		✓														
YOU CAN'T EAT PEANUTS IN CHURCH...																						✓														
YOU HAVE A RIGHT, A GUIDE FOR MINORS			✓										✓		✓														✓				✓			✓